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ABSTRACT

This document contains the performance report, evaluation, and appended materials of a project to develop and implement a career exploration internship for physically handicapped students involving industry participation and educational support. The performance report discusses activities, including staff hiring, internship site development, student recruitment, and adaptation and creation of materials for the academic component of the program--a series of five workshops. The evaluation report focuses on three major components of the evaluation plan: (1) quantitative component (assessing career objectives), measured by the Physically Handicapped (PH) Program Questionnaire: (2) qualitative component (evaluating unanticipated consequences of the program), consisting of student and employer exit interviews: and (3) formative evaluation, consisting of ongoing interviews with staff, direct observation, and biweekly documentation. These conclusions are reported: the quantitative component did not provide evidence of reliable, meaningful effects on learner objectives, but the qualitative component pointed to real change in students' attitudes towards work and education and in their concrete career plans. Appendixes, amounting to well over one-half of the document, include the PH Program Questionnaire, Student and Employer Exit Interview formats, workshop materials (both course outline and revised version), employer questionnaire, project brochure, and final project packet of complete information on program development and implementation. (YLB)

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PROJECT PERFORMANCE REPORT

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9. Major Activities

Process Objective 1: Develop and implement a career exploration internship program for physically handicapped students involving industry participation and supportive educational mechanisms.

Process Objective 2. Test, document and package this program so that it will be transportable to any institution of higher learning having ten or more handicapped students.

In developing the career exploration internship program, the first step was to hire, orient and train a staff. All staff members started during the Summer Quarter except the driver. In the Fall Quarter, only one student needed site transportation, which was provided by the Internship Developer. The Driver was not hired until January, 1979.

The staff was oriented to the program and other University services. Training in specific functions, such as how to intitiate employer contacts, was given. Also established were basic administrative and paperwork routines. including a weekly staff meeting and a weekly report to the Director of the Career Development and Placement Center.

We were very fortunate in our staffing, having attracted unusually well-qualified personnel. The Project Secretary had several years experience as a social worker and the Driver was pursuing a Master's degree in Vocational Rehabilitation. All of the staff exhibited flexibility in carrying out varied assignments and a strong personal commitment to the program.

Two volunteer student facilitators were recruited to assist in the program for Fall Quarter, and continued in the Winter Quarter. Facilitators were

not recruited from a variety of majors as had been planned. Instead, our program served as a placement site for students doing field work as part of their vocational rehabilitation major requirements.

In September an all day training workshop was presented to the facilitators and staff by the Project Director and a vocational rehabilitation counselor.

It covered the following areas:

1. Handicapped/able-bodied communication helping the able-bodied facilitators identify and eliminate the "special filters" they use in communicating with the handicapped. Ways the handicapped students can express their needs in an effective manner.
2. The problems of distinguishing between facilitating and interfering with or usurping the experience. How to handle these problems.
3. How to monitor without being obtrusive.
4. Paperwork standards. How to complete the student interview format and monitoring forms.

During the Fall Quarter, the student facilitators spent a good deal of time contacting students and recruiting them to the program. Once the program was underway, student participants had weekly meetings with either a student facilitator or the Internship Developer to follow up the exercises and activities of the workshops. The student facilitators also made a site visit and interviewed the company supervisor of each participant to monitor the progress of the internship. They made a valuable contribution to the program, providing individual follow-up and peer counseling to the participants, and lending a hand to staff whenever needed.

The development of internship sites and specific internships were the most pressing and time consuming tasks. Activites in this area began at the Western College Place Association (WCPA) Summer Workshops, held in Los Angeles in June, 1978. The membership of this group is composed of representatives of College Placement Centers and major businesses and industries who recruit on college campuses. As part of their registration materials, individuals attending the workshop received a brochure soliciting their interest in our program (Appendix AA). This was followed up by considerable personal interaction on the part of the two Co-Principal Investigators and the Project Director, all of whom were in attendance all three days of the workshops.

In July, a list of 50 businesses and industries across the fifteen USOE career clusters was developed (Appendix BB). Approximately 95% of these companies come to our camlus to recruit. Letters and program information were mailed to representatives of these companies to inform them of the program and to solicit their participation (Appendix CC). These and other early written communications (those mentioned in Appendix A of the Proposal and others), were followed by person to person contacts.

Once recruitment of the Fall Quarter student participants began in September, it was necessary to switch to a more focused search for industry participants. After students were interviewed and their career goals and aspirations assessed using a structured interview format (Appendix DD), a search was initiated for appropriate internship situations. The Internship Developer placed a minimum of 5 to 10 telephone calls daily to potential internship sites during the months of September and October. Recruiting visits were made by staff persons to 22 sites during first six months of the programs.

During the Fall and Winter quarters, we developed and used a packet of information for prospective employer participants. This was given to companies who we were trying to recruit to the program. In April, this packet was printed as a brochure and used as part of our dissemination to business and industry (Appendix EE). Sixteen additional company recruiting visits were made by staff during the months of January and February, 1979. The employee questionnaire was developed to collect information on each company with which the project worked (Appendix FF).

Simultaneously with the internship development, planning for the academic component of the program, the series of five workshops, was begun. The Co-Principal Investigator identified existing career education materials suitable for either college or physically disabled populations. To provide materials suitable for a population which is both disabled and college level, it was necessary to adapt materials and create some new ones. The program staff worked closely with the four career counselors of the Career Development and Placement Center to explore, develop and test the workshop components over the Summer months. By September, a course outline, exercises and other materials had been compiled. These materials and format were modified somewhat for the Winter quarter, with the major revision being the inclusion of a disable professional guest speaker at each workshop. (Appendix GG).

With the support of the Associate Dean of Counseling and Supportive Services and the Department Chairperson of Counselor Education, authorization

was obtained from the Vice President for Academic Affairs to offer the program as a three-unit course: Counselor Education 101, Career Decision-Making for the Physically Handicapped. The academic/workshop portion of the program was quite successful and valuable to the students. It contained information critical to successful internships and extensive career and self exploration processes.

It is fortunate that the course was offered for credit, for without this incentive it is probable that few students would have been recruited to the program. Student recruitment is the one area which proved more difficult than anticipated.

The total number of students who completed the program was 20, five in the Fall quarter and 15 in the Winter quarter. Six students enrolled originally in the Fall quarter, but one dropped out early due to health problems. In the Winter quarter, sixteen students enrolled, one participated in many of the program activities but became ill near the end of quarter. She was unable to complete the program or be post-tested. Though the total is less than our originally projected figure, we were very pleased by the low drop-out rate.

There were several factors which contributed to the low enrollment. In the Fall Quarter there was a very limited lead time in which to contact students and enroll them. By the time the evaluation instruments were prepared, course credit solidified, and the students contacted, most of them had registered for classes and were unable or unwilling to make changes in their programs. Even with the reasonable lead

time prior to the Winter Quarter, many students could not change their schedules to include an elective, especially one which demanded a large time commitment.

Another possible factor was the reactions of some students to the "Hiring the Handicapped" questionnaire. Because many of the statements in the questionnaire attributed negative values and characteristics to persons with disabilities, some students reacted negatively to the questionnaire itself. In some cases, this negative reaction may have generalized to the program itself. While the "Hiring the Handicapped" questionnaire was subsequently dropped from the evaluation battery, the damage to the recruiting process was already done.

In our recruitment process, we sent letters (Appendix HH) to 225 students who had used the Handicapped Student Services on campus in the Spring and Summer Quarters of 1978. We informed them briefly of our program and requested they be part of our pre-assessment group. The mailing was followed by several rounds of telephone calls. Eventually we spoke with approximately 175 of those students to whom we had sent letters. We met individually with key professors to inform them of our program and give them information to pass along to their students.

From the outset of the program, a close working relationship with the Handicapped Student Service Center was established and maintained. Several meetings were held with their staff to explain the program and gain their support. They regularly referred students to the program.

The Acting Director of the Handicapped Student Service Center served as faculty person for the Career Decision-Making Course.

To reach those students who do not use the Handicapped Student Service Center, a team of project staff and student faciliators canvassed the campus and personally approached students with disabilities. Fliers were printed, posted and distributed at various locations around campus, such as the library and the University Student Union (Appendix JJ).

Ninety-one students with permanent disabilities were pre-assessed, personally informed in detail about the Career Internship Program and encouraged to participate. In the Fall we had 6 sign-ups and in the Winter, 16. If we had continued the program the following year we most likely would have had even greater participation. The publicity for the program was good, it was valued and talked about by the students who did participate and we enjoyed an excellent reputation on campus among students and faculty. There was a snowballing of interest and many students were disappointed that they could not sign up for the course in Fall Quarter, 1979.

The specific internship placements were as follows:

J. worked for a large life insurance firm. He did policy analysis, contract comparision and clerical work. He had been an insurance under-writer for many years until disabled by a stroke, resulting in hemoplegia (left side) and limited mobility.

M. served her internship at a home for emotionally disturbed children. She acted as an assistant house parent in several cottages

with children of vaious age groups. She had weekly meetings with her supervisor to ask questions about the field of social work. M. has back trouble and a partial paralysis in her right leg.

As a student in accounting, D was able to work on a project at his work site, a large utility company. He worked in their auditing department and had regular meetings with management personnel. D. is a paraplegic resulting from polio and requires the use of a wheelchair.

Another student had expressed interest in working with troubled teenagers. L. worked for a teen mother program at a continuation high school. In their career center she administered interest tests and explored career options with the girls. L. has multiple sclerosis which results in difficulties in walking, balance and stamina.

B. was an accounting major, and completed a special project for a downtown bank. B. has rheumatoid arthritis which causes her a great deal of pain and resulting fatigue.

R. was placed at a county youth corrections agency. He experienced a general overview of the field, was involved in group counseling with a social worker, and was a teacher aide in a math class. R. is totally blind.

As S. had worked in a technical field previously, she was interested in seeing if she could work with children and adults in a social setting. She helped students in math, reading, and improving their self-esteem. She describes her disability as tumors on her nerve endings which cause her a great deal of pain. She has difficulty walking and seeing, with the degree of difficulty varying from day to day.

T. had considerable coursework and lab experience in medical technology, and worked in the lab at a local health clinic. He learned lab procedures, and practical aspects of working with patients. T. has a bilateral cleft palate which may make his speech difficult to understand.

MM. had expressed an interest in retail store management. He was placed in a large department store where he observed the operations of the store from ordering goods through delivery and inventory, to sales. MM. has a work-related spinal injury which resluts in pain, fatigue and arthritis.

Mobility was a major concern of M.W. She has cerebral palsy. She requires the use of a power wheelchair because of her limited mobility and limited use of her hands. She was completing her fifth year in elementary education and welcomed the internship at an elementary school as a prelude to her student teaching assignment. She did group and individual teaching in a regular classroom and in special education. After the internship, M.W. continued as a volunteer classroom aide in special education and

second grade classrooms. She was given a volunteer award and recognition from the entire school for her activities there. In the Fall, she will start her student teaching for CSULA Depaetment of Education at the same elementary school.

As a jounalism student, D. was interested in pursuing a career in public relations. She worked for an entertainment public relations firm where she wrote press releases, did research, and visited clients with the employer. D. has a back problem coupled with hearing and vision impairment.

M.V served her internship in a private investigator's school, where she attended workshops on self-esteem, goal setting and positive thinking. She explored practical aspects of the field of private investigation, such as running license and credit checks, researching court files, and photographing people. She has leg and back problems resulting in pain and minor limitations of mobility.

V. had a private internship on proposal writing, directed by the Research Director of the Career Center. He met with CSULA Foundation personnel, wrote his own proposals and explored funding sources. V. is a quadriplegic and requires the use of a power wheelchair due to a sports injury.

P. had an interest in sports broadcasting. He interviewed a Los Angeles television network broadcaster and shadowed him at the worksite. P. has limited use of one arm and leg, and vision

impairment due to cerebral palsy.

G. expressed an interest in a career as a dog trainer. He conducted interviews with dog trainers at several canine academies. He has von Reichlinhousen disease, a degenerative bone disorder which requires him to use a wheelchair. He also has a severe speech disorder.

N. had an interest in TV production. He visited ABC studios and learned about television writing, the difficulty of getting into the field, and the mobility problems of working in a sound stage and on location. N. has multiple sclerosis and requires the use of a power wheelchair.

G. was placed in a hospital dietetics program, where she observed dietitians on the job--from planning to cooking, to delivery, then clean-up. She observed the dietitian interviewing patients and leading special nutrition groups. G. is hearing impaired and can lip read and use a hearing aid.

As C. was interesed in the legal profession, he was placed in a legal aide office. He sat in on client consultations with the attorney, and visited several law schools to explore their programs. C. has severe diabetes and obesity.

E. J. conducted interviews with career women who worked in areas of concern to women. She was accountable to the Project Director for completing the course requirements. Rheumatoid arthritis causes E.J. considerable pain and has required numerous surgeries, due to deterioration of bone and muscles in both legs.

J. worked as a teacher's aide for exceptional children. She wanted to see if she had the mobility and stamina to handle handicapped children. Her internship was mostly observation and talking with teachers and other professionals in the school. J. is a quadriplegic due to a spinal injury. She has partial use of her arms and requires the use of a wheelchair.

Process Objective 3. Disseminate the program model locally, regionally and nationally to potential users including Career Development Centers at the college level, employers and industry representatives, handicapped organizations and other community agencies.

This objective was fully met by activities outlined in section 13.

11. Evaluation

The evaluation, having been compiled and written by the evaluation coordinator was produced so that it could stand outside the final report as a fully separate and complete document.

EVALUATION

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I. INTRODUCTION

A. General Statement of Purpose for Physically Handicapped Career Internship Program.

As a demonstration project for techniques in career education for handicapped youth, the PH Career Internship Program provided a career exploration opportunity for handicapped students at California State University, Los Angeles (CSULA). For the employer it provided direct reality about handicapped people in a work situation, and a chance to reevaluate with respect to career areas in which handicapped persons might function effectively.

B. General Statement of PH Program Method.

The project was organized around a part-time, four week work participation and observation experience at the employer's site, and a series of five career education workshops. Students were matched with businesses and agencies on the basis of student career interests and academic background, company needs, and further considerations of travel, student's disability and energy level. The project was designed to be disseminated to employers and industry representatives, career development and placement centers at the college level, handicapped organizations and other community agencies, and local high schools.

II. OBJECTIVES

A. General Overview.

The PH Career Internship Program was designed with several objectives in mind. These objectives relate to career options and career preparation, to college course offerings and relevancy to careers. Along with these operationally defined objectives which can be measured by responses to questionnaires and by interviews with students, there was a formative evaluation as well. The evaluation coordinator monitored and documented student recruitment, industry involvement, career education workshops and the internship experience in an effort to provide program staff with knowledge of ongoing processes, possible modifications needed, and changes in the overall direction of the program.

B. Objective 1. Career Options.

The first objective, career options, was designed to measure change in attitude toward availability of career opportunities for the handicapped. Student participants would identify more career fields open

to them as well as higher organizational levels to which they could aspire.

C. Objective 2. Career Preparation.

With regard to career preparation, students would have a broader view of the world of work. They would identify a greater number of career fields for which they would consider preparing themselves.

D. Objective 3. Course Offerings.

Students holding limited views of career options tended to limit their academic course selections as well. With respect to course offerings, student participants would select an increased number of courses for their college program after participation in the internship and workshops.

E. Objective 4. Career Relevancy.

Another objective of the PH Career Internship Program was to increase students' perceptions of college course work as relevant to careers and the world of work. Students would identify more experiences, activities, and elements of courses they had taken as relevant to the world of work.

F. Formative Evaluation.

The formative evaluation (Suchman, 1967; Lofland, 1971) took the form of ongoing interviews with program staff, direct observation, and then biweekly documentation of the program as it developed. As mentioned above, this part of the evaluation provided input to program staff on processes and changes as they occurred.

G. Qualitative Evaluation.

The qualitative evaluation consisted of exit interviews with students and employers. These will be discussed in more detail below.

H. Attitudes—the Handicapped and Work.

It was suggested in the proposal and in the literature (Grace, 1970; Kinnane, 1966; Hoyt, 1973, Saunders, 1955, Yuker, 1970; Siller, 1967a,b) that attitudes toward the handicapped and work would change as a result of participation in a career exploration program. The "Hiring the Handicapped" Questionnaire was developed as an instrument with the capability of measuring such attitude change. The questionnaire was designed to investigate both employer and student attitudes. It was too difficult to get employers to participate, thereby eliminating a great deal of information necessary for the group comparisons. Preliminary investigation of the student data showed it was not going to

validly reflect students' attitudes toward hiring the handicapped. Because of these problems and because the questionnaire did not address the learner objectives as outlined in the project proposal, program staff decided not to analyze the data for inclusion in this project.

III. METHOD

A. General Overview.

There are three major components of the evaluation plan. The PH Program Questionnaire was used to measure career objectives. These were measured by check lists and listing of items by students. This questionnaire also gathered demographic data on the students. In an effort to get at unanticipated consequences of the program, and to elicit more personal evaluations, there was a qualitative component which consisted of student and employer exit interviews. These were administered by the evaluation coordinator, using a semi-structured interview format. The final component, the formative evaluation, has been discussed above. These evaluation components will be discussed in further detail below, in terms of instruments used.

B. PH Program Questionnaire (Appendix A).

The PH Program Questionnaire was developed to obtain two kinds of data. The first of these, demographic variables, were used for comparing groups of subjects.

Questions 1 through 14 elicited demographic information on the student. This information consisted of age, sex, class, marital status, major, father and mother's occupation, father and mother's education (Hollingshead, 1957), organizational participation, nature and extent of handicap, and work experience. (Appendix B)

The second type of data obtained was measurement of the four learner objectives. These concepts were operationalized in the questionnaire as follows:

Objective 1, career options, was assessed by questions 15 and 16, in the form of checklists of career fields and job levels. Students were asked to identify career fields they considered open to handicapped persons, and job levels to which handicapped persons could aspire.

Objective 2, career preparation, was assessed by questions 17 and 18, which consisted of the same checklists as the previous two questions. This time students were asked to check career fields and job levels for which they might be interested in preparing themselves.

In assessing objective 3, course offerings, students were asked in question 19 to list courses they would like to take before they graduate.

For objective 4, career relevancy, students were asked first, in question 20, to list all courses taken to date, and in question 21, specific experiences, activities, or elements of courses taken which were relevant to preparing the student for the world of work.

The PH Program Questionnaire was administered in group sessions and individually. The evaluation coordinator described testing procedures and remained with students to answer questions. Students were told it was necessary to limit information about the program itself prior to testing, to avoid biased responses. In some situations other program personnel aided in assisting handicapped students with reading and/or marking the questionnaires. After the students finished the pre-assessment, a member of the PH program staff described the internship, workshops, student responsibilities and course requirements, and broad purposes of the program.

C. Student Interviews. (Appendix C)

The exit interviews were developed to provide more direct input to the PH Career Internship Program itself, and to get at unanticipated consequences of participation in the program. (Bogdan, 1975; Filstead, 1970; McCall, 1969)

The Student Exit Interview Format was developed by examining program objectives and identifying aspects of the program that might need elaboration, and that were not touched on by the formal questionnaire. In the proposal, it was felt that the PH Career Internship Program would provide handicapped students with the tools to identify, select and integrate the essential elements of career education for themselves. They would develop self-reliance and be able to gain concrete career knowledge which would result in increased self-confidence. Interview questions addressed the students' relationships with supervisors and co-workers, their suggestions for change, and their feelings about themselves as employees.

The evaluation coordinator conducted the student exit interviews in individual sessions, taping them for transcribing later. Not all students were able to respond to all questions, as some students were not active in all components of the program.

D. Employer Interviews. (Appendix D)

The Employer Exit Interview Format was used to gain qualitative feedback from employers.

The employer exit interview was developed as a channel for employers' feelings about the program itself, how the employer saw it relating to his/her agency and to the student intern, and employers' suggestions for change.

It was conducted by the evaluation coordinator at the employer's

job site. On two occasions it consisted of a telephone interview, but all other sessions were in person and were taped and later transcribed.

E. Subjects.

One hundred seventy-eight students or recent graduates of CSULA were pretested on the PH Program Questionnaire. The groups were divided as follows: Experimental, Control--handicapped, and Control-able-bodied.

1. Experimental.

The experimental group was composed of 21 CSULA students who had expressed an interest in a career exploration program after taking the pretest. They were of necessity self-selected, as the program demanded a great deal of time and work commitment on their parts. Student interns participated in the experimental internship and workshops Fall and Winter Quarters. There were five students Fall Quarter and 16 Winter Quarter.

Program participants were divided by class level as follows:

Freshman	Sophomore	Junior	Senior	Graduate
1	4	6	5	5
5%	19%	28%	24%	24%

These percentages reflect the distribution by class level of handicapped students at CSULA who were self-identified as handicapped, and registered with the Handicapped Student Services Center, Fall Quarter, 1978. Of the 108 registered students, 20 did not indicate class level. Of the remaining 88 students, the breakdown by class was as follows:

Freshman	Sophomore	Junior	Senior	Graduate
1	8	22	24	33
1%	9%	25%	27.4%	37.6%

Among the total campus population of 23,920 (per Admissions & Records, CSULA) Fall Quarter, 1978, the percentage breakdown by class level was as follows:

Freshman	Sophomore	Junior	Senior	Graduate
12.7	10.8	20.4	24.6	31.5

The CSULA student population is clustered in the upper class levels. This is due to the fact that CSULA is primarily a transfer college. Even more than other students, physically handicapped students tend to go to community colleges their first two years, as there are more support services in California in the community college districts. The PH Program and Handicapped Student Services Center show low freshman participation due to the mechanics of identifying and contacting students based on the previous quarter's registration lists. Since the

freshmen for Fall 1978 had not yet registered by Spring or Summer quarter, they could not be contacted for the program. However, in terms of freshmen, sophomores and juniors, the PH Program attracted 11 students, or 52% of the experimental group, and so did reach the target population to some extent.

There are several factors to consider in describing the experimental group. These are sex, type of handicap, onset of disability, age, ethnic background, and life situation. There were 11 females and 10 males, with ages ranging from 19 to late 50's. Student participants had very different types of physical disabilities, from invisible ones such as diabetes and hearing impairment, to highly visible ones such as cerebral palsy and multiple sclerosis requiring the use of a wheelchair (Appendix B). Students had varying degrees of sensory, mobility and energy limitations, based on the nature of their handicap. Several students had been disabled from birth or early childhood, and several were injured as teenagers. Students were very different in terms of ethnic background and social class as well. They came to the PH Career Internship with different needs based on their varying circumstances.

Although variation seems most salient in this sample, there were two essential points in common. One was each student's self-identification as physically handicapped. The other was his or her desire for a career exploration experience. The PH Career Internship Program was flexible in meeting individual needs, and yet basically provided a career internship for handicapped college students.

2. Control--handicapped. (HC)

The control--handicapped sample came from the original group of 89 handicapped students who were preassessed. After taking out the 21 experimental students, the control--handicapped population was 68. These students differed in the same ways as the experimental group. After matching pre and post-tests, the remaining sample size was 46.

3. Control--able-bodied. (AB)

The control--able-bodied group was similar to the other groups except in being physically handicapped. Students were contacted from the following classes: graduate-level Sociology, 200-level Chicano Studies, graduate-level Marketing, 200-level Social Problems, 100-level Speech, and graduate-level Education. Departments were chosen deliberately to represent those in which handicapped students were found. The sciences were purposefully excluded, as they are not represented among handicapped student majors. There were 89 students preassessed in this group. After matching pre and post tests, the remaining sample size was 42.

4. Comparison of groups of subjects.

After matching pre and post tests, sample sizes were as follows:

experimental, 20; handicapped control, 46; able-bodied control, 42; making a total of 108 subjects. Subjects are described in the following tables as to age categories, sex, class level, marital status, college major, nature of handicap, number of months work experience, and number of different kinds of work experience.

DESCRIPTIVE TABLES

Age Categories

Group	17-21	22-26	27-31	32-36	37-41	42-46	47-51	52+	Total
Experimental	4	7	3	1	2	0	1	2	20
HC Control	5	7	7	9	5	4	3	6	46
AB Control	14	9	4	5	2	3	2	3	42
Totals	23	23	14	15	9	7	6	11	108
% over total samples	21.3%	21.3	13%	13.9%	8.3%	6.5%	5.6%	10.2%	100%

Chi square 14.359, df=14, not significant.

Sex

Group	Male	Female	Totals
Experimental	10	10	20
HC Control	18	28	46
AB Control	13	29	42
Totals	41	67	108
% over total samples	38%	62%	100%

Chi square: 2.133,df=2
not significant

Class

Group	Freshman	Sophomore	Junior	Senior	Graduate	Totals
Experimental	1	4	5	5	5	20
HC Control	0	5	12	8	21	46
AB Control	6	8	9	3	15	41
Totals	7	17	26	16	41	107
% over total samples	6.5%	15.9%	24.3%	15%	38.3%	100%

Chi square: 13.36, df=8; not significant.

Marital Status

Group	Single	Married	Divorced	Widowed	Totals
Experimental	12	5	1	1	19
HC Control	14	19	9	4	46
AB Control	28	10	3	1	42
Totals	54	34	13	6	107
% over total samples	50.5%	31.8%	12.1%	5.6%	100%

Chi square: 14.036, df=6; significant at .03. Cramer's V=.26

Major Code

Group	None	Accting	Other Bus.	Couns.	Other Educ.	Med. Related	Math & Science	Home Econ.	Psych. Soc.	Fine Arts	Eng.	Totals
Experimental	2	1	1	1	2	0	1	1	6	5	0	20
HC Control	3	1	7	14	3	3	1	1	6	6	1	46
AB Control	6	4	8	0	7	1	1	1	2	12	0	42
Totals	11	6	16	15	12	4	3	3	14	23	1	108
% over total samples	10.2%	5.6%	14.8%	13.9%	11.1%	3.7%	2.8%	2.8%	13%	21.3%	.9%	100%

Chi square: 36.815, df=20; significant at .01. Cramer's V=.413

Nature of Handicap

Group	Perceptual	Orthopedic	Systemic	Neuro-Muscular	Disease	Able-Bodied	Speech	Totals
Experimental	3	8	1	6	1	--	1	20
HC Control	8	25	4	7	2	--	0	46
AB Control	-	-	-	-	-	41	-	41
Totals	11	33	5	13	3	41	1	107
% over total samples	10.3%	30.8%	4.7%	12.1%	2.8%	38.3%	.9%	100%

Chi square meaningless as groups chosen as to able-bodied vs. handicapped.

Number of Months Work Experience

Group	1-40	41-80	81-120	121-160	161-200	201-240	241-280	281+	Totals
Experimental	8	6	2	0	0	0	1	2	19
HC Control	6	12	10	5	3	4	0	5	45
AB Control	15	10	8	2	2	3	0	2	42
Totals	29	28	20	7	5	7	1	9	106
% over total samples	27.4%	26.4%	18.9%	6.6%	4.7%	6.6%	.9%	8.5%	100%

Chi square: 18.55, df=14; not significant.

Number of Different Kinds of Work Experience

Group	1	2	3	4	5	Totals
Experimental	7	6	5	1	1	20
HC Control	12	16	7	4	7	46
AB Control	16	7	9	5	5	42
Totals	35	29	21	10	13	108
% over total samples	32.4%	26.9%	19.4%	9.3%	12%	100%

Chi square: 6.56, df=8; not significant.

Overall, the groups show no difference on any variables except marital status and choice of major. Half of all subjects were single, with HC Control group comprised of 41.3% married students.

As to the variable, major code, in the accounting category the AB group comprised 67%, and in business, the AB group comprised 50%. In the counseling category, HC control comprised 93%; medical, 75%; psychology and sociology, 42.9% of total. This difference is an artifact of the sampling method used. That is, AB groups were selected according to classes: marketing, sociology, Chicano Studies, speech, education. University-wide data suggests that there is a difference in the types of subjects and majors selected by the handicapped population. Our choice of classes of able-bodied students was planned to reflect the handicapped distributions, but the differences shown here indicate that the two groups were not perfectly matched. Other differences may exist due to real differences in choice of major by HC vs. AB students. In the entire AB sample, there was no choice of counseling major, whereas 30% of HC Control group chose counseling, and 5% of experimental group did. Although questionnaires were administered in two sociology classes, only 14% of that category was from the AB group, whereas the experimental and HC Control groups each had 43%.

Crosstabs were run on all possible 2 x 2 combinations of demographic variables within the experimental group. The only two variables which showed a relationship were number of months work experience and nature of handicap.

Number of Months Work Experience

Nature of Handicap	1-40	41-80	81-120	241-280	281+	Totals
Perceptual	3	0	0	0	0	3
Orthopedic	4	4	0	0	0	8
Systemic	0	0	0	0	1	1
Neuromuscular	1	2	1	1	1	6
Disease	0	0	1	0	0	1
Totals	8	6	2	1	2	19
% over all samples	42.1%	31.6%	10.5%	5.3%	10.5%	100%

Chi square: 27.049, df=16; significant at .041. Cramer's V = .597

This table reflects current availability of work to persons with different kinds of disabilities. Additionally it is biased by our particular sample, which included several people who had been employed prior to becoming disabled.

F. Statistics. (Hays, 1963; Loether & McTavish,1975; Nie et al,1975)

The ch. square test of differences was used to ascertain statistical comparability of the three groups on demographic variables.

A matched t-test was used to examine differences in means for each of the three groups on eight variables which relate to the learner objectives. The objectives measured are 1) number of career fields open to the handicapped, 2) level of aspiration possible for handicapped, 3) number of career fields in which individual was interested, 4) level of aspiration in which individual was interested, 5) number of course offerings in which interested, 6) number of departments in which interested, 7) number of courses taken which were atypical of the handicapped, 8) number of experiences relevant to work experience.

The two-way analysis of variance was used to examine main effects and interaction effects among three groups: experimental, HC Control, AB Control; by pre and post test, on each of the eight variables listed above.

Final analysis of learner variables was based on analysis of variance. Analysis of variance was chosen as the most powerful, appropriate statistic. The practice effect was not considered significant as there was no formal learning involved and there was a considerable time lapse, approximately 3 months, between the pre and post testing. (Appendix G)

IV. FINDINGS

A. Formative Evaluation.

1. Student Recruitment.

a. Handicapped Control and Experimental Students - These students were contacted initially by telephone, from a list compiled by the campus Handicapped Student Services Center. This list consisted of students who were users of the Center's services. Those students not reached by telephone were sent a flyer about the program and the preassessment meeting. (Appendix E) Students then called in and signed up for the preassessment, or were signed up at the time of the initial phone contact. It took several rounds of phone calls and letters to get students to come in for the pretest. Student facilitators, job developer, and evaluation coordinator all were involved with the recruitment campaign. The preassessment consisted of the two questionnaires discussed earlier, the PH Program Questionnaire and the attitude instrument (later discarded). There were 50 students preassessed by October 27, and a letter sent out to students who had not

come in.

By the end of November, students in the handicapped control and experimental groups had been preassessed. Staff members obtained names and addresses of participating students, and in January they were sent letters asking them to come in for post testing. Students were offered $5.00 for taking the post test. Forty-six out of the original 68, or 67% of the control handicapped group completed the post test. Twenty out of 21, or 95% of the experimental group completed post tests.

Students who expressed an interest in participating in the career internship program were called again and scheduled for interviews with the internship developer. At this meeting, the internship developer explored the student's career and personal interests, the nature of the handicap and the limits it imposed on the student, and the student's schedule of availability to participate in the internship and workshops.

In October, six students were matched with a company or agency for their internship placement. By the end of November, one student had dropped out due to illness, so five students completed the program Fall Quarter. Part of the reason for the small sample was the difficulty in attracting students to the program as they had pre-registered for college courses in July and August for Fall Quarter. They were hesitant to change their course schedules because of department requirements, work schedules and reluctance to participate in an unknown program. By Winter Quarter, the program was well known on campus, and the program staff were able to contact students prior to course registration. Sixteen students started Winter Quarter, and one was unable to finish her internship and post test due to illness, although she did attend many of the workshops.

b. Control--Able-Bodied - The able-bodied group was obtained by selecting professors by department and obtaining their permission to administer questionnaires in their classrooms. The initial pre-assessment session with able-bodied students was October 25th. By the middle of December, all 89 able-bodied students had been pre tested. The evaluation coordinator obtained names and addresses, and after Christmas break sent letters (Appendix E) setting up the post test sessions. The testing times were arranged so that 8 to 10 weeks elapsed between pre and post tests. Students were offered $5.00 for taking the post test. Staff members sent several letters and called many students to urge them to come in. Out of 89 students, 42, or 47% returned questionnaires.

2. Industry Involvement.

Numerous companies were contacted to elicit their response before writing the proposal. Ten responses were included in the original proposal. After the program began, fifty companies were contacted by

a mass mailing (Appendix E). By early October, ten companies had been visited by program staff and presented with detailed information about the program and the company's responsibilities for the internship. (Appendix E)

The following are two examples of company attitudes toward the handicapped and employment. A large downtown bank provided a panel discussion on the availability of employment for the handicapped, attended by members of the community who provide services for the handicapped. The bank employees seemed generally enthusiastic and had well-defined affirmative action hiring programs. They had many training programs available at all levels.

At the opposite end of the continuum, a loan company employer was looking for a blind individual to work as a credit checker for $600 a month. Program personnel felt the employer to be insensitive and prejudiced. He showed them a closet-like room in the basement with just enough room for a processing machine. He felt a blind person would not be so affected by the confined space as a sighted individual.

Rather than developing company contacts as a cross section, as originally planned, program staff changed to recruitment of companies specifically for students' expressed interests. The companies recruited Fall Quarter represented the following businesses: school, life insurance company, bank, utility company, and social service agency. The internships ran for four to five weeks, and the employer exit interviews were administered Spring Quarter.

Students who hadexpressed an interest in the career internship for Winter Quarter were contacted in November and December to come in for interviews with the internship developer. By the middle of December, the internship developer was seeking placements in the following types of businesses: broadcasting, proposal writing, auditing, teaching the mentally retarded, gerontology, law, private investigation, public relations, store management, counseling, medical technology, and travel. Company recruitment was handled the same way as Fall Quarter, with initial contacts made by the internship developer and then follow up with student and employer to set up schedule and requirements. Often students expressed interest in several career fields, but with no real definition in their minds. The internship developer checked out various areas for many of the students.

The evaluation coordinator accompanied the internship developer to a meeting between an employer and a student intern. A description of that meeting follows:

The employer had an expanding public relations business, handling publicity for clients in the entertainment fields. The internship developer introduced the intern and then acted as observer and facilitator, with the major part of the meeting handled by the employer herself.

The employer asked the intern to describe her background and interests and tell why she wants to do public relations work. The intern is a junior at CSULA, a journalism major with a minor in public relations. She is visually impaired, but does read and drive. She has written articles for Soul magazine, is interested in music personalities and is working on an article for "My Turn" section of Newsweek magazine.

The employer has three major clients. She does publicity on radio, television and in the press for the cultural division of a large downtown bank, handling exhibits, plays, musical revues. She does public relations for a choral group at the Music Center and is involved with a private library which has developed new procedures that need to be advertised for the general public. In the last quarter of 1978, she worked on jazz concerts at the Music Center for a private artists' contracting firm.

After describing what she does and how her contracts work, the employer outlined the kinds of things the intern would be doing. These included writing up media articles, helping to revise a book the employer wrote on media contacts in public relations, filing material from the concert work done in December, especially developing a contact file, updating a press list, and helping critique two new public relations proposals currently under consideration by the employer.

The employer showed us her office, and she and the intern discussed times and logistics of the internship placement. The intern plans to work Tuesdays and Thursdays from 10 to 3, with some work to do at home. The internship developer mentioned that she would be back later in the quarter for an on-site visit to see how things are progressing. The employer seemed very enthusiastic about having the intern work for her, and indicated she would try to introduce her to many aspects of the field.

3. Career Education Workshops. (Appendix F)

a. Fall Quarter - The five workshops were originally designed to be led by the co-principal investigator and Career Center counselors. Workshop I, Career Alternatives, was held October 27 and was attended by four students. One student had personal problems which precluded her participation, and other students objected to the meeting time, Friday afternoons. Several students seemed reluctant to enter into the exercises on career alternatives, imaginative thinking and ability to make risky choices. The leader later expressed her concern that it was necessary to allow students time to be apprehensive, to back off from the program, rather than make them feel they "didn't fit".

Workshop II, Elements of Experiential Career Learning, was held November 3rd. This workshop dealt with the issues of where to find information about careers and how to use the internship experience. Only one student attended Workshop III, and he had a private session with a career counselor. Workshops IV and V were not held due to lack

of attendance.

b. Winter Quarter - Career Center staff helped develop the workshop materials in the formative stages and led workshops Fall Quarter. Their materials were used in Winter Quarter workshops by program staff. Handicapped people from the business community were recruited to help lead the workshops. The schedule was changed to Wednesdays from 9 - 12.

Workshop I was held January 17th and was very well attended. At this meeting the leader described the requirements of the course and discussed goal setting, creating your own position, finding different settings in which to realize goals.

Workshop II, "Elements of Experiential Career Learning", was held January 24th. Students reviewed the brochure "Researching the World of Work", and the Experiential Learning Exercise. The guest speaker was Ricardo Chavez, head of a school for private investigators. He described how he started in private investigation work, how he established his school, and some of the cases he had worked on. Mr. Chavez emphasized picking out the reinforcements and encouragements in your life and trying to ignore the discouragements. He felt that the handicapped individual is often blocked by the institutions of society and felt that self-employment is a good way to advance yourself, albeit with some risks. Students were very responsive to him and were intrigued with his descriptions of his work and personal history.

Workshop III - The Evaluation Coordinator attended Workshop III, February 7th, and described it in detail:

Workshop III was led by the co-principal investigator. Four students attended the workshop. In the first part of the meeting, the leader demonstrated how to use the Dictionary of Occupational Titles and the Government Manual on federal agencies.

She then called on three of the students to describe their internship experience. T.A. was placed with a local health center. He was interested in the medical technology field and explained the difficulties of getting into competitive medical technology training programs. At the Center he was somewhat limited by state law in what he could actually do in the lab--"nothing that requires judgment". He was able, however, to observe the lab personnel and learn techniques and how to deal with the patients.

M.W., disabled by cerebral palsy and using a wheelchair, was placed at an elementary school in regular classrooms and in special education. She talked about her learning goals for the internship. She hoped to develop confidence in her teaching abilities in group and one-to-one situations. She wanted to learn if her lack of mobility would be a problem in terms of discipline in the classroom. M.W. was able to teach her own reading groups, prepare bulletin boards, arrange

the physical space in the classroom to maximize her mobility. She enjoyed the challenges and seemed to have met them with flexibility and creativity.

S. was placed at a facility for non-delinquent dependent children. She previously worked in a technical field and wanted to find out how well she relates to adults and children. Most of the children there have been physically and sexually abused. S. found she spent much of her time holding and loving them, trying to ease their trauma. She sat in on parents' meetings, classroom and counseling sessions with the children. She saw the functions of the facility as protection, assessment of children's needs, providing structure and continuity, and socialization.

The speaker for this workshop was a representative of an Air Pollution Control agency. He emphasized making your own job--something you create for yourself. He felt we need to make our own opportunities. At age 38 he was a high school graduate, father of five children, and worked in a factory. He asked himself, "What am I doing with my life?" He quit his job and then, upon seeking reemployment, discovered he was classified by the mainstream workworld as "handicapped". He was visually impaired and at that time went through the adult rehabilitation program, was tested and sent to college for four years. Upon graduation he found a job in special services division at an air pollution control agency. In this position he answers calls from the public, checks out data on the environment. He manages his visual handicap in his work by hiding it. The people he works with have negative feelings about the handicapped and he feels he is "protecting them from a delicate situation". In his telephone contacts he is really an "equal" because the people who call can't see him either. He finds that people need the "facts" about you as a person in order to be comfortable. He urged the students to make it a point to be open to all experiences, to broaden themselves so they are comfortable in many situations and with different kinds of people.

Workshop IV, Elements of Career Planning, was held February 14. The students played a simulation game with partners, to explore the concept of seeing oneself as the cause rather than the effect of conditions: "as a person with a disability, I can't..." or "as a person with a disability, I can..."

The guest speaker was Joe Fish, a representative from the Electronics Industry Foundation's Project With Industry. He showed the film, A Different Approach, which dealt with attitudes toward the handicapped. He discussed his own experience as a person with a disability in the employment world, and described what his organization was doing to increase employment of the handicapped in industry.

Workshop V - Students completed a self-assessment at Workshop V, Pulling It All Together, held February 21st. They discussed the differences between specialized and general skills, and related them to job hunting and resume writing. The speaker was Charon D'Aiello, head of the Affirmative Action Office at CSULA. She explained how affirmative

action works, how to file a complaint, and answered specific questions from the students on situations they had encountered in their own employment. She took a strong stance that they should pressure for their rights under the law. Student comments about the workshops are summarized in Section IV, B, Interview Results.

4. Internships

a. Fall Quarter - Internships were underway by the end of October. One student didn't begin until early December, and continued to work over Christmas break. J. worked for a large life insurance firm. He did policy analysis, contract comparison and clerical work. He had been an insurance underwriter for many years until disabled by a stroke, resulting in hemoplegia (left side) and limited mobility.

M. served her internship at a home for emotionally disturbed children. She acted as an assistant house parent in several cottages with children of various age groups. She had weekly meetings with her supervisor to ask questions about the field of social work. M. has back trouble and a partial paralysis in her right leg.

As a student in accounting, D. was able to work on a project at his work site, a large utility company. He worked in their auditing department and had regular meetings with management personnel. D. is a paraplegic resulting from polio and requires the use of a wheelchair.

Another student had expressed interest in working with troubled teenagers. L. worked for a teen mother program at a continuation high school. In their career center she administered interest tests and explored career options with the girls. L. has multiple sclerosis which results in difficulties in walking, balance and stamina.

B. was an accounting major, too, and completed a special project for a downtown bank. B. has rheumatoid arthritis which causes her a great deal of pain and resulting fatigue.

b. Winter Quarter - Fourteen students participated in internships Winter Quarter. Although one other student was in the experimental group and did come to the workshops, she was unable to complete the internship. For purposes of CSULA course credit, she will be able to finish her internship over the summer. Winter Quarter internships were as follows:

R. was placed at a county youth corrections agency. He experienced a general overview of the field, was involved in group counseling with a social worker, and was a teacher aide in a math class. R. is totally blind and uses a cane.

As S. had worked in a technical field previously, she was interested in seeing if she could work with children and adults in a

social service setting. She was placed at a county facility for abused and neglected children, and worked as a teacher's aide. She helped students in math, reading, and improving their self-esteem. She describes her disability as tumors on her nerve endings which cause her a great deal of pain. She has difficulty walking and seeing at times.

T. had considerable coursework and lab experience in medical technology, and worked in the lab at a local health clinic. He learned lab procedures, and practical aspects of working with patients. T. has a bilateral cleft palate which may make his speech difficult to understand.

MM. had expressed an interest in retail store management. He was placed in a large department store where he observed the operations of the store from ordering goods through delivery and inventory, to sales. MM has a work-related spinal injury which results in pain, fatigue and arthritis.

Mobility was a major concern of M.W. She has cerebral palsy. She requires the use of a power wheelchair because of her limited mobility and limited use of her hands. She was completing her fifth year in elementary education and welcomed the internship at an elementary school as a prelude to her student teaching assignment. She did group and individual teaching in a regular classroom and in special education. After the internship, M.W. continued as a volunteer classroom aide in special education and second grade classrooms. She was given a volunteer award and recognition from the entire school for her activities there. In the fall, she will start her student teaching for CSULA department of education at the same elementary school.

As a journalism student, D. was interested in pursuing a career in public relations. She worked for an entertainment public relations firm where she wrote press releases, did research, and visited clients with the employer. D. has a back problem coupled with hearing and vision impairment.

M.V. was able to enroll in a private investigator's school, where she attended workshops on self-esteem, goal setting and positive thinking. She explored practical aspects of the field of private investigation, such as running licenses and credit checks, researching court files, and photographing people. She has leg and back problems resulting in pain and minor limitations of mobility.

V. had a private internship on proposal writing, directed by the Research Director of the Career Center. He met with CSULA Foundation personnel, wrote his own proposals and explored funding sources. V. is a quadriplegic and requires the use of a power wheelchair due to a sports injury.

P. had an interest in sports broadcasting. He interviewed a Los Angeles broadcaster and observed him at the work site. P. has limited use of his arm, leg and vision due to cerebral palsy.

G. expressed an interest in a career as a dog trainer. He conducted interviews with dog trainers at several canine academies. He has von Reichlinhousen disease, a degenerative bone disorder which requires the use of a wheelchair. He also has a severe speech disorder.

N. had an interest in TV production. He visited ABC studios and learned about television writing, the difficulty of getting into the field, and the mobility problems working in a sound stage and on location. N. has multiple sclerosis and requires the use of a power wheelchair.

G. was placed in a hospital dietetics program, where she observed dietitians on the job--from planning to cooking, to delivery, then cleanup. She observed the dietitian interviewing patients and leading special nutrition groups. G. is hearing impaired and can lip read and use a hearing aid.

As C. was interested in the legal profession, he was placed in a legal aide office. He sat in on client consultations with the attorney, and visited several law schools to explore their programs. C. has severe diabetes and obesity.

E.J. conducted interviews with career women who worked in areas of concern to women. She was accountable to the Project Director for completing the course requirements. Rheumatoid arthritis causes E.J. considerable pain, required numerous surgeries, due to deterioration of bone and muscles in both legs.

J. worked as a teacher's aide for exceptional children. She wanted to see if she had the mobility and stamina to handle handicapped children. Her internship was mostly observation and talking with teachers and other professionals in the school. J. is a quadriplegic due to a spinal injury. She has partial use of her arms and requires the use of a wheelchair.

A summary of student and employer attitudes about the internships is provided in Section IV, B.

5. Counseling.

a. Career Interests - Counseling was an ongoing process during the Fall and Winter quarters. All members of the program staff were involved in this phase of the program. Four students were seen only casually, mostly for administrative reasons such as assignments, scheduling, etc. Nine students met with program staff 5 to 10 times and engaged in more directed conversation, primarily about career

interests. Eight students met with staff members for counseling more than 10 times and were involved in intensive personal, career or school counseling. During part of Winter Quarter, staff members provided transportation to and from students' worksites, and at those times engaged students in discussions about their career interests, the internship and their coursework. Fall Quarter, some students also received career counseling from Career Center staff members who helped lead the workshops.

b. Student facilitators - Fall Quarter there were two student volunteers working with the PH Career Internship Program. They helped interview students who were interested in participating in the program and telephoned those students who had not yet been preassessed. The student facilitators were each assigned two or three students and visited them at their work sites and met with them to discuss their objectives for and problems with the internship. They also attended some workshops and helped students finish their workshop exercises. As they were majoring in rehabilitation counseling, the volunteers were able to use their experience with the PH Program to satisfy placement requirements for their vocational rehabilitation department internships.

There was a communication breakdown toward the end of Fall Quarter, when student facilitators expressed dissatisfaction at not being included in staff meetings, and not having sufficient opportunity to counsel students. Part of the reason for this was a scheduling problem. They came late in the day when other staff members had already left. After becoming aware of this problem, staff members made an effort to arrange meetings to include the student facilitators. One facilitator expressed a need for more direction, but the other individual was more assertive and seemed able to find plenty to do.

Winter Quarter there was only one student facilitator and her focus of responsibility changed somewhat. She did follow-ups with students on workshop assignments, helped with record keeping, observed on internship visits, and did some telephoning for student contacts. An important part of her job was reading workshop materials to a blind student and helping interpret for a hearing-impaired student. She discussed aspects of their internship experience with them. At some point there seemed to be a reluctance on the part of program staff to delegate duties to her, and this may have been a reflection of staff's views of her abilities and interests.

The student facilitator was able to use her experience to satisfy her vocational rehabilitation requirements and expressed to PH Program staff that she was rethinking her own career objectives to stay with teaching rather than pursue a counseling degree. Staff indicated to her they thought this was a good decision.

6. Public Relations

a. Outside Groups - The Project Director was primarily

involved in public relations and "getting the word out" about the PH Career Internship Program. In October he met with the Los Angeles Chamber of Commerce where he described the program and was told it would be publicized in their newsletter. At a panel presentation by Security Pacific National Bank on "Hiring the Handicapped", the Project Director gave a brief description of the program and made contacts with management personnel for internship placements.

The Co-principal Investigator was also involved in public relations, due to her participation in the Electronics Industry Foundation Projects With Industry. In November the Foundation held a Project With Industry Conference at CSULA. Representatives from four year colleges and universities and community colleges, placement centers and handicapped student services, attended the conference. The Co-principal Investigator explained the goals of the PH Career Internship Program and discussed the dissemination of the project after completion of the program.

Other outside group contacts made by the Project Director were the National Rehabilitation Agency Action 504 in Palo Alto, a Los Angeles Mayor's Press Conference, the Easter Seal Agency, the Western College Placement Association Conference, the Community Access Network group in Sacramento, the Handicapped Student Services Directors' statewide meeting in Fresno, an American Council on Education training conference for knowledgeability of Sections 503 and 504 of the Equal Opportunity Act, and the President's Committee on Employment of the Handicapped in Washington, D.C.

b. Brochures - The PH Career Internship Program sent out three brochures. The first was given to individuals attending the Western College Placement Association's (WCPA) Summer Workshops, held in Los Angeles in June, 1978. The membership of this group is composed of representatives of college placement centers and major businesses and industries that recruit on college campuses. Another brochure was completed in April and sent out to 100 companies, chosen according to the USOE occupational clusters. (McKinlay, 1976; An Analysis of 15 Occupational Clusters, 1972) It presented an overview of the program, with emphasis on benefits to participating businesses, and responsibilities of the company and the project itself. The third brochure was completed to go out to community colleges, four-year colleges and universities, handicapped student service centers, high schools, social service agencies and major businesses and industries. It provides a more complete description of the program, pictures of the students at their worksites and emphasis on benefits to the students involved. The overall purposes of the brochures are to raise awareness in the community at large and contribute to receptivity to future projects of this kind. They provide information on specific techniques which could be adopted by other programs.

B. Interview Results

1. Student Exit Interview

The student interview addressed the learner objectives as detailed in the proposal. These will be discussed under the subject headings Career Options and Career Relevancy. There were general expectations of change and growth threaded through the proposal. These are to be distinguished from the formal "testable" learner objectives. Some of the major areas in which change occurred but which were not developed as learner objectives were: reality testing of students' abilities to function in the job setting, rise in self-esteem and confidence, the gaining of real-world work experience and increased knowledge of the field as a possible career choice. They also were asked for suggestions regarding changes and additions they would like to see if the program were repeated.

a. Career Options - As delineated in learner objective one, students were to identify a greater number of career fields open to them. As delineated in learner objective two, students were to identify an increased number of career fields for which they were interested in preparing themselves. Students' views of career options changed as a result of the program, but only a part of this change was in the direction predicted in the learner objectives.

Students felt they had developed a more positive view of career options generally.

> I just really don't feel so trapped into one profession. I felt that teaching was my only avenue and I just had to make it. I couldn't survive independently if I couldn't teach because it seemed to be my only skill...I have an easier mind because I have something else I can do.

> I did learn more about career choices in sociology.... I think there are more jobs open if you get out there and fight for it.

> I found out through the workshops and through the reference material that there's a lot more positive things to say about the future of handicapped students. There are many people who have been on the sidelines, who are handicapped and who have been able to overcome it and develop their own companies. Now it's our turn to go out in the community and prove that we too can contribute.

> I heard two of the speakers and I became aware of a more positive viewpoint because they overcame their

handicaps and became happy in a situation where otherwise people wouldn't be. They were able to contribute.

With government and affirmative action programs I feel it's opened up a lot more areas to handicapped people. I think we'll see more of a chance for people to at least prove themselves.

I'm pleased with the changes that have been made about hiring handicapped persons. The workshops made me more aware. The reactions from people gave me this information.

Many students identified specific new career fields in which they were interested.

I think mainly it just taught me another field besides, you know I only wanted to go into teaching, but now I'm thinking maybe of going in for a master's in social work....I think what I would like to get eventually is into the JC level and combine social welfare and teaching, a double career.

...enough to encourage me to look with more vigor for reemployment in the insurance industry, something which I really had not done before this experience, because I was really doubtful that I would be able to hold onto a job, or hold it down. Now I feel confident that I can. So that was in itself worthwhile. But I'd still like to keep my options open for other areas, such as personnel work, or teaching or counseling at some place such as PCC.

I wanted to go into writing and I had no idea about how to go into that. Some books were brought to the workshops so I know there are reference books for that type of thing.

I never had considered store management before. I had been a securities manager, but once I had the back injury, I figured I'd be eliminated from any job in a store.

Now I feel more interested in research--finding new ways to do things, because I've seen so much that didn't mesh together.

The workshops introduced me to the idea of working in TV. I'm considering doing some writing, which I hadn't

thought of before. It will be helpful at the studios, to get to know people in the industry.

One field with animals I might be able to go into is animal research. I would like to go into business for myself.

I would have liked to learn about clinical and therapy dietetics and diet x-ray.

The above examples describe how the program did in part meet its first two learner objectives. There were changes in other directions as well. Two students completely changed their minds about their career choices. One student who explored the career of dog trainer felt he related well to animals, but asked himself, "Would I like being with dogs eight hours a day?" This student found too many people who discouraged him from pursuing the field due to his lack of mobility and his speech impairment. He has resolved this problem for himself, "I thought I wanted to be a dog trainer, but now I think I'll use it as a hobby." Another student, exploring the field of corrections, was vehement about his change in career plans. He said the internship "...shortened a lot of misery for me....It saved me a lot of time. The pay in social welfare is terrible. I think it would be time-consuming. Now I want business rather than social welfare. In time I may want to do that type of work but now I need to build myself financially."

Several students maintained their continued interest in an original career choice. They were reinforced in that choice by the internship and workshop experiences.

I don't think I'll change. It's me. If I'll change, it's not going to be me, so what's the use of changing? I want to be myself.

I still plan to pursue a degree in rehabilitation counseling. TV work sounds more fun, but is rather nebulous.

My career choice is medicine. I'll go anywhere between here and Mars that will take me. In the event I don't get into med school, I will consider medical technology —perhaps in research.

I've always wanted to be a TV newscaster. I would be interested in news or sports, whichever would work out.

My choice of a public relations career has been reinforced. I like entertainment PR the best.

Two students viewed the internship purely as exploration. One man, contemplating a mid-life career change from a skilled trade to a professional position described it:

> Inchanging careers, I want one that either has to do with administration, politics or law. I did do a lot of internal measurements. Can I put out that much effort, what are the alternatives?

The other student, in her first year at the university, said

> I found out how interesting special education is and I think I can accept the challenge....I'm only in my first year, so I'm not making up my mind right now.

Finally, two students reported having no career objectives at all. When asked how she felt about career choice, one student said, "I don't even have one." For her, the internship was a mostly negative experience in that she was left feeling that all the avenues she had explored were closed to her. Some of this was a result of her recent illnesses and problems at work, and some was due to her unrealistic expectations for the internship program:

> I came into the internship hoping to find a specific goal for my life. I thought I'd find out what I was going to do within a set period of time. I thought I'd be able to find my place in society.

The other student seemed left with no direction at all, "...because I'm going to keep on coming to school to be able to get any place else, so then what happens? It's only more frustration." Perhaps she was out of touch with reality in terms of her own abilities, and this may have contributed to her lack of awareness of career options.

b. Career Relevancy - The career education workshop related careers to course offerings, so that students could broaden their views of the career options available and consequently elect to broaden their course selections. Three students indicated a greater variety of courses in which they were interested in enrolling during their college careers.

> The workshops taught me if I want to push and get into broadcasting I need to take more liberal studies courses because most of the journalists today have taken history and social sciences. I'm just starting my journalism courses too.

> I like entertainment PR the best and I found out I need to know more about advertisement. If you go through the PR sequence in the journalism department you don't get what you need. The business and broadcasting schools have courses I need, so I might go outside the department.

> I'm majoring in psychology courses and business

> courses, then I want to go for my master's and prove to employers and to myself that there is never an ending to our learning.

Several students expressed an increased motivation for school achievement:

> Up to this point I haven't been working as hard as I should be in school. I realize that to get where I want to be I have to start working harder in school.

> I have learned there's so much to do for the training —four years here and then internship in a hospital. I think I will have to work very hard and encourage myself into it.

Students mentioned specific ways to change courses to make them more relevant to their career plans.

> I think the writing I do in journalism classes could be more geared to TV and magazines. I would like the broadcasting classes to offer TV experience geared to the news.

> I think one way you could redo a lot of the coursework is to have more casework in all the accounting courses to not make it so abstract. Everything should be work papers and within a framework of a real long case.

The majority of students felt the internship experience itself was most relevant to career planning. It allowed them to relate what they had learned to reality.

> Most courses are theory—it doesn't get to you internally unless you get right to the experience. It helps you decide if something fits. The internship is good because it helps you avoid spending four years working at courses and then finding out you don't want it.

> There should be a lot more of actual work experience things in majors that lead to specific jobs. Many courses didn't work because so much theory is needed first. In this class you get to say, "I want to try this particular thing". Handicapped people don't get that chance very often. On campus they are full-time students and not in a work situation.

Two students were able to relate past courses to the internship in a concrete way:

I used a lot of information from the Intermediate Accounting class for the work I did.

I really used a lot of my classes, like Deviant Behavior, Juvenile Delinquency, and Human Sexuality. One of the houseparents was upset. You know that kids 6 to 13 all play doctor and experiment. I just sat down and talked to them.

c. Reality testing of students' abilities to function in the job setting - Though not listed as a formal objective in the proposal, reality testing of a student's ability to function in the "real world" was reported by many students in the interviews. The two questions which elicited such responses were, "Describe what you feel are the most important things you have gained from the internship experience," and "Identify specific incidents within the internship and/or workshop experiences which have changed your feelings about yourself and your career."

Using the internship as a preface to her student teaching, one student took the opportunity to work out the "logistical" problems of teaching from a wheelchair:

I've gained in knowledge of how exactly I'm going to set up my room when I get a job. I need to make sure there is enough room between the desks for my wheelchair and set myself up in a certain way in the front of the room...The thing I need to work at is modifying the room for my abilities so that I can get around without disrupting the class or calling attention to my handicap.

Other students expressed relief at discovering they had the stamina to do the work, that they could meet the physical demands of the job.

I discovered that I was able to stand the rigors or strain or what not of working in an office. Secondly, I was pleased to discover that I was able to do office work, that is mentally capable as well as physically capable.

Several students discovered they were not "handicapped" in the work situation.

I didn't have any problems with my hearing in the internship. I just ask people to repeat and speak up. I read lips so I do OK.

I feel less handicapped than I did before. I don't feel that this change in my physical condition has

> limited my employment potential as much as I was afraid it had.

Pain and discomfort are problems for many persons with disabilities. Some students found they were able to deal with the discomfort in their work situations.

> If you enjoy your work, you don't notice discomfort.

> I do have pain and swelling in my legs, but it hasn't stopped me.

> I learned that I could press myself physically. If I got very involved in something, although I paid a physical price for it, I could at that moment get into the project and kind of defer physical suffering for a later time.

Other students realized a full-time, eight to five job may be beyond their reach. One student was unable to work when in too much pain, another student had repeated surgeries, and one student felt she never would have the energy to work full-time. The internship experience became an opportunity to "readjust", or come to terms with a disability for some students.

> Some of the things I "want", I can't do with my disability; so I settle for other things. Within the reality of what I've adjusted to, I want to work to make money for the mobility it will afford me....I really believe now I can do a number of things I wanted to do.

> I learned how to appreciate my handicap a little bit better because I was working with special education kids. A lot of kids had less going for them than I did....I always felt cheated out because of my accident, but those kids got cheated at birth.

Besides their personal adjustment to a disability, students reported the reactions of other people in the internship experience.

> Most people are pretty sensitive and don't give me any problems.

> Well, the people were very nice, especially the woman I worked with. When I explained to her how my health problem was, I asked her to please just ignore it unless I informed her otherwise. She was completely acquiescent and in no way made me feel that I had any problem or obstacle at all, which is very considerate without being patronizing.

> There were too many barriers and too many people who were negative. When they heard I was in a wheelchair or saw me in it, they had already made up their minds I couldn't do it.
>
> They would discourage me from pursuing a field that would be more demanding than I was capable of. When asked if she thought I just couldn't crack it physically, one woman said, "You tell me, if you're going to run a teaching career 365 days a year, are you going to back out 180 days a year and expect to remain on top?"

For these last two students, the internships were interviews and observations only. These students made their own employer contacts rather than having the program staff act as intermediaries, as for the other students. These two students had neither the work experience opportunities nor the introduction and arrangements provided for the other students. Because of their work schedules and distance from the university, conventional internships were not feasible for them.

d. Rise in Self-Esteem and Confidence - A beneficial spin-off effect of the program was an increase in self-confidence and self-esteem. As mentioned in the proposal, these increases resulted in "changed perceptions of other aspects of the student's world and an openness to learning from other experiences."

> For the internship itself, it really did a lot for my self-esteem. It made me feel I was a competent person....I've been out of the business world for a long time and I hadn't lost those skills.
>
> I thought I was going to fall on my face. I wasn't confident at all. Now I feel hopeful befause I learned how my employer felt about me as a worker.
>
> It's led me to have more confidence in myself. When I started I had some expectations, and I was pretty accurate.

Students felt good about getting to know the employer and being respected as a person.

> ...I could function both socially and professionally with people that I worked with.
>
> I thought to be a lawyer was someone way up on the ladder, but I found out they were just like anyone else. I got a better feeling about attorneys. I like it. It makes me feel important, being in there with them.

One student came out of the program questioning whether she would ever be able to make an impact, or do what she wanted with her life.

> I've found that in the last few months I've become extremely protective of what I have. After the internship I've found that I don't want to risk. If I fail there, have I lost out, have I just not made it at all?

e. "Real-World" Work Experience and Increased Knowledge of the Field - A benefit mentioned by almost all students was that of being in the "real world". Students felt they had had exposure to their field of interest.

> One thing I got out of it is a feel and grasp of the situation in a real office. I'm pretty much aware what it's all about.

> At the law office, they didn't allow me to enter the conversations, but after the clients left, they would rediscuss the whole situation and I could talk then. I'd give my opinions and they would show me how the legal matrix is so complex that situations are different than they seem to a lay person.

> Up until this course I just had an idea in my mind what the legal profession was about. I based this knowledge on contacts with lawyers who have talked to us in community groups and on contacts with people I know who do legal work. I didn't know if I fit that particular line of work. I know that our people, the American Indian, have a great need for attorneys. ...I thought to be a lawyer was someone way up on the ladder but I found out they were just like anyone else. I got a better feeling about attorneys.

Two students felt they had more marketable skills after the internship.

> I can see myself making money sooner than I thought. It's really going to happen--not twenty years from now, but two years from now.

> I didn't think I'd be so salable, and I guess I'm more salable than I thought.

Students gained an understanding of personal qualities desirable for certain kinds of work.

> A dietitian needs to be very outgoing, able to make people comfortable.

> Before I went I was kind of afraid because the children were "emotionally disturbed". I really thought it out. They're just like my sixth graders. How to handle a kid whose parents decided they just don't want him-- just with a lot of love and accept them where they're at.
>
> I learned I have better patience than I thought. My tolerance for kids was better than I thought.

Some students found out there were aspects of the field they didn't like.

> I think I would be very bored working in a health center clinic. I would be very busy, not very stimulated. I would feel more satisfied in a larger lab.
>
> Television work is a cutthroat business, out for themselves, and that's one thing I don't like about it.

f. Changes and Suggestions - Students offered many suggestions for changing the program in the future. Seven students wished for a longer internship, and several, who had observed only, wished they could have actual work experience the next time, as well as a chance to try other aspects of the work. Two students from Fall Quarter felt the program should recruit handicapped speakers so that their experiences would relate to the students' own situations. This change was made Winter Quarter. Several students expressed a need for better organization and more contact with staff members. Many students wanted the internship to start sooner and have testing to help determine their interests. Transportation and physical mobility were problems for the students. Two students felt that the course credit should be higher level than 101 so that they could use it in their upper level programs. Some students wanted greater clarification of program goals, and requirements such as keeping daily journals.

> But someone who is already handicapped, and has been handicapped, maybe a lawyer, could come and tell us, "Look, I've been through all this, all these barriers, but look at me. I'm a lawyer right now." It's a motivation.
>
> I think getting hands-on experience, letting me try it for myself, would be great. I'd like a day there where they'd show me how to do it and then I could try it.
>
> I think it could work well in two quarters, one with workshops and speakers, to get you fairly versed in the program itself, and the second, to work in the internships.

g. Evaluator's Summary - The PH Career Internship Program was designed as a work participation and observation experience at an employer's work site, with the object of expanding handicapped students' career aspirations and awareness. Students came into the program with specific needs such as trying out their career choice, getting back into a previous career, investigating an alternative career. Beyond these different uses for the internship itself, some students worked full-time and couldn't come to the workshops, and some were unable to complete a regular internship but did interviewing instead. Because of specific skills in accounting, medical technology, teaching, and life insurance, several students had an actual work experience, while most students observed on the job and talked with employers about the career field. The program was tailored to individual needs and circumstances, and consequently resulted in students' perceiving changes in addition to those originally intended or expected.

2. Employer Exit Interview

Although not directly related to learner objectives, the employer exit interview provided valuable feedback to program staff and presented a more complete view of the PH Career Internship Program. Many employers were very candid in their discussion of students' strengths and weaknesses. They discovered several things about the project itself which were problematic to them and offered suggestions. Employers exhibited varying degrees of knowledge about the program, and about the benefits accrued to their organizations. Another area of interest was employers' views of students' personal attitudes.

Employer comments will be discussed under the following headings: students' accomplishments, students' attitudes, benefits to organization, problems and suggestions, and employers' opinions of program.

a. Students' Accomplishments - The question to employers which best reflected the students' experiences was "In your opinion, what did the student learn from this experience? What were his/her accomplishments?" Employers saw many different kinds of learning taking place:

> I think she has changed her general point of view on what the dietetics field is. When she first came, she said "How do you do this?" "Is it hard?" and toward the end she would say, "I think I like this field. You do a very easy job." She wanted to know if she could get a job here. I didn't have much time, but I showed her what a dietitian does...At first she didn't understand why there were so many educational requirements for dietetics, why the internship and licensing. She just saw my physical work. She had to learn the judgment involved and the decision-making

process and responsibility. I think her stay here helped her a lot.

He learned to apply his theory. He got practical experience.

She fit in very well and seemed to understand the classroom situation very well. The children worked by themselves and S. answered questions and helped them. I never had to tell her what to do. She worked mainly as an aide, and did a little bit of counseling.

He felt real-life exposure was something different from textbooks and really did broaden his understanding. He liked getting to look at real records instead of made up ones.

I think she had some experiences working with our students and she saw how change occurs here a lot. Our students come and go and we rarely get to finish things with them. Our students are different from most high school students and I think she's gained some sensitivity to our children and the problems our infants are having.

I think he is much more familiar with the workings of the youth authority than he was when he first came here. He had varying experiences--board meetings, talking to teachers and the school psychologist. His project was his field study--to sit in on different activities that take place here in the institution, to talk to staff and youngsters.

She learned a little about careers, but primarily she got discouraged about her outlook for having a career, because they said it would be pretty tough. I don't think it was particularly positive for her. It may have been helpful in eliminating some things for her... It seemed like the work itself was not the problem, but the structure of the working situation, that she would have to be at work regularly, on time, be able to work hard for a long number of hours. It related to her physical abilities rather than any other kind.

b. Students' Attitudes - Employers described student attitudes in terms of an increase in confidence and security, and in terms of how the student related with people at the work site.

She developed confidence.

She has picked up self-assurance and become more relaxed.

Her confidence has grown and she's accepted the fact that she can't be totally independent as she'd like, and move at our pace.

He was becoming more stable.

You just felt she was here to learn. She was willing to listen to everything you had to say. She was really non-defensive.

He related well to the young people. He wasn't shy about answering questions about his condition. The wards may have been easier on him, more sympathetic in their approach than with a sighted person.

She was liked by everyone and always seemed enthusiastic.

S. adjusted very quickly. She only spent one day observing and after that she took the initiative to get up and help the children.

He learned that people accept him for who he is. He felt comfortable here. It relieved his fear that he would be put into a corner as a "cripple". He learned that past resentments don't last and that his old insurance world is only a small part of the total picture.

Some employers expressed concern at students' unrealistic goals for themselves, and described attitudes which made the internship situation difficult at times.

My only problems were her lack of curiosity and lack of expectations.

We really didn't have an ending as she just drifted off. I don't know if that was because she didn't feel satisfied or what.

He was a little slow and was over confident of his abilities based on his theory knowledge.

That concerned me, because she talked about these different areas, about being a counselor or working with these students, or teaching. I was very concerned after observing her in the center, that those would not be realistic goals for her.

In several interviews, the employers interjected their own attitudes toward the intern. They indicated how they perceived their role in the internship experience.

We tried to avoid putting her into situations where she would fail...She was placed into classrooms on the voluntary basis of the teacher. So wherever she was she was welcome. For her first situation we felt it was very important that it be positive for her.

He may have begun to take himself seriously. I think the most important thing we did for him was to take his career aspirations at face value. We acted on the basis of what he himself told us he wants to do. No one else has taken him seriously. It seemed to be somewhat of a shock to him--it meant he had to really do something about it.

D. is fairly confident about herself, although too quiet. I pushed her to express herself more.

c. Benefits to Organization - Employers viewed the internship as beneficial to their organizations in two ways. They either felt the student contributed actual work in the setting, or they valued the exposure to the student as presenting an opportunity for understanding, sensitivity, and awareness.

Yes, having the interns here is very beneficial. When I got too busy, I told him to continue with what he'd been doing after he observed me. He brought his calculator and did exact figures on the readings.

She did some writing and I was able to use her structure and beginnings. She helped me organize my thoughts.

S. was very functional as helping. She was able to read situations and participate. I had a lot of confidence in her and I wasn't having to check up on her all the time. She picked things up very quickly and I knew she was maintaining what had to be done in the classroom.

Having her was beneficial to us as it enabled us to increase the scope of our examination and reduce the number of days expected to be required to complete the project.

It was beneficial in the respect that it's important for us to see adults who have some disability. It's important for the staff to realize that the kids grow up or that people have accidents and there are adults who are handicapped who can function.

Kathy's class and two others requested her because they wanted their children to have exposure to a handicapped person. She was very natural about her handicap—not the least bit self-conscious, which was good for the children because they're picking up positive attitudes.

The wards were interested in where R. is as a person, not in what he could do. He wasn't here long enough for the testing to set in, where they test him to find out other aspects of his personality. They were very curious about his condition and the short amount of time he was with them encompassed that curiosity and very little of the pressure and testing that would come later on. Having him here did provide exposure and they were able to see that there are people in the world who are different from themselves. Even though they consider themselves handicapped in many ways, there are others who do not have some of the faculties that they have and therefore they have an advantage they were not aware of.

d. Problems and Suggestions - Scheduling was a problem for many employers. Much of this was unavoidable due to students' school and work schedules. Several students did have difficulty showing up at arranged times and ending off their programs. Other problem areas were expectations and structure of the internship itself.

There were times she didn't show up when she said she would.

I had no problems except we couldn't give him more hours in the lab due to the conflict in schedules.

Scheduling was a problem. There were times I would have liked her to be here but she said she had her classes and school work. There are certain times there are things going on here that she should see, so she can learn from it.

We would need time with an individual, on a more consistent basis in order for him to build up a relationship with the wards.

One problem we had, and I feel like it's my fault, was that there was no schedule set up ahead of time with the floor employees. If I couldn't be here on a given day, the other employees didn't always know what to do with him.

> The problem that we had, rather a basic misunderstanding that we had, was what the observation thing was all about. We were told originally that she was being sent to train here as a trainee. In reality you were sending her here to have an observation of the total school program. When I talked with someone from your program, they said they would be very comfortable with the observation arrangement.

Employers expressed a need for more structure and more contacts with the program. Several employers felt they had not received enough information about the program itself. Partly this was due to program contacts with upper level employers, who then did not work directly with the student, and failed to pass on project information to the interns' supervisors. Employers also wanted more background information on the students. They suggested supplemental classes or counseling to make students more valuable to the organization. Two employers preferred students with special skills if they were to repeat the program.

> We need more conferences along the way with the program staff--how things are going, suggestions for us. I'd like more guidance about the person, more structure, information about activities, more definite objectives.

> I think it would help to have a guideline as to what you expect, what other areas the student should be exposed to....I would like background on the student--what classes they have had, where they are in their studies.

e. Employers' Opinions of the PH Career Internship Program - Most employers felt the program was helpful to the student, and one employer saw it as beneficial to her for her affirmative action program.

> Professionally, as a personnel manager, I really welcomed your program. It is my job to promote affirmative action hiring and advertising, and I don't always have time, nor the means to do it. You solicited me, which gave me the chance to do something from an affirmative action standpoint....From a personal point of view, I think it's a great idea.

> I think it's a good experience for them and later on it might help them find a job, to be able to say they had experience in real life and to explain that the handicap is really of no hindrance.

> I think any person needs to get out into the working world so they can be more realistic about jobs. If you had someone who can work into our center, or could work with the kids, or is a self-starter, or has some

special knowledge, that would be very helpful.

I think it's best to learn by doing, as the students did in your program.

I can see your program working here in both ways. We can provide an intensive training experience and we can provide the observation program too. We would be willing to have your people here again.

C. Comparison of Groups of Subjects

In order to compare all three groups in pre and post test of the PH Program Questionnaire, t-tests of differences in means and analysis of variance were run for each of the eight variables selected as measures of the program learner objectives.

The following table summarizes mean scores in pre and post tests of PH Program Questionnaire for the three groups. The F value given reflects the main effect of pre and post test across experimental, HC and AB control groups. The analysis of variance summary is presented in detail in Appendix G.

Mean Scores for Experimental, HC- and AB-Control Students

Measure	N	Pretest Mean	SD	Posttest Mean	SD	Change	ANOVA F & P
Number of fields open to handicapped:							F =.083 N.S.
Experimental	20	10.3500	4.069	10.7000	4.426	+.350	
HC	44	9.6364	4.431	9.6591	4.57	+.023	
AB	42	8.4762	4.020	7.9524	4.322	-.524	
Highest realistic job:							F =.005 N.S.
Experimental	19	11.0000	3.496	10.8947	3.089	-.105	
HC	45	10.3556	3.607	10.0667	3.671	-.289	
AB	41	9.3415	3.596	9.7317	3.702	+.390	
Number of fields interested in:							F =.164 N.S.
Experimental	20	3.300	2.515	2.8500	2.007	-.45	
HC	46	1.7826	1.315	1.9130	1.488	+.130	
AB	41	2.1707	1.657	1.7805	1.275	-.390	
Interest in job level:							F = .18 N.S.
Experimental	18	9.3889	4.368	9.2222	4.634	-.167	
HC	46	7.8478	4.315	8.1522	4.341	+.304	
AB	40	8.3250	4.079	9.0500	3.714	+.725	
Number of courses would like to take:							F =.025 N.S.
Experimental	17	17.4706	15.021	26.4706	32.265	+9.000	
HC	44	13.9091	16.216	12.0455	13.287	-1.864	
AB	40	12.7000	11.002	9.1250	8.253	-3.575	

Measure	N	Pretest Mean	SD	Posttest Mean	SD	Change	ANOVA F & P
Number of departments would like to take:							F =.009 N.S.
Experimental	17	3.9412	3.491	5.5294	5.959	+1.59	
HC	45	2.2444	2.013	2.5333	2.768	+.289	
AB	42	3.6429	4.149	2.6667	2.843	-.976	
Number of atypical courses would like							F =.000 N.S.
Experimental	17	1.9412	4.710	2.2353	5.529	+.290	
HC	45	.3111	1.395	1.2444	5.629	+.933	
AB	42	1.3095	4.529	.1190	.504	-1.191	
Experiences relevant to work preparation							F = 10.325 P < .002
Experimental	18	.3889	.778	1.0000	1.237	+.6111	
HC	46	.4783	1.110	1.1522	1.414	+.674	
AB	42	.6905	1.352	1.3333	1.776	+.643	

As can be seen by this table, the experimental group made no significant gains on the learner objectives as measured by the PH Program Questionnaire. The variable, number of courses would like to take, showed a gain for the experimental group of +9 from pre to post test, but with a standard deviation of 32. This data is highly skewed by the responses of one student out of the sample of 20 who greatly increased her score on this item.

The variable experiences relevant to work experience, showed significant change, but included a very small percentage of the sample responses, and so is not useful for generalizing beyond this specific situation.

V. CONCLUSIONS

The quantitative component of the PH Career Internship Program evaluation did not provide evidence of reliable, meaningful effects on any of the four learner objectives. The qualitative component, however, points to real change in students' attitudes towards work and education and in their concrete career plans as well.

In integrating the two aspects of the report, it would appear that there were some difficulties in both the conceptual and technical construction of the formal evaluation. Technically, it is possible that the PH Program Questionnaire failed to gather sufficient and accurate data. Students indicated difficulty in understanding the items on "level of career aspiration" and "experiences relevant to work preparation". In addition, each learner objective was addressed by only one or two brief questions. It is possible that a redesigned questionnaire would be more sensitive in its measurement of the stated learner objectives.

Conceptually, some aspects of the students' attitudes changed in both directions when the learner objectives predicted change in only one direction, for example, the learner objective "students will select a significantly increased number of career fields for which they might be interested in preparing themselves". Many students did indeed expand their range of possible interests, but others focused in on one career choice; the program helped them narrow their views. These different types of change were not anticipated and had the effect of canceling each other out quantitatively as measured by the PH Program Questionnaire.

Several other areas of change, such as the increased self-esteem and self-confidence evidenced by the interviews were not formally specified as learner objectives, yet these may have been the most significant effects of the program.

While the overall results on the effectiveness of the program were inconclusive, certain areas could be cited as more useful than others.

Based on the qualitative analysis, the single most effective aspect was the internship itself, along with the direct interaction with the business and professional community. It is speculated that this feature would be highly exportable to any college, university or community college serving a disabled subpopulation. The support system of a well-planned placement, individual counseling and adequate transportation are most critical, while the academic or workshop aspects were less so.

In the last analysis, the PH Program offered many positive career education experiences to its participants and the Program would merit repetition and refinement.

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Appendix A

PH Program Questionnaire

Code #_____

PH PROGRAM QUESTIONNAIRE

For Office Use Only

1. Age: ____ (1)_____

2. Sex (check one): Male ___ Female ___ (2)_____

3. Class (check one): Freshman ___ Sophomore ___ Junior ___ Senior ___ (3)_____

4. Marital status (check one): Single ___ Married ___ Divorced ___ Widowed ___ (4)_____

5. Major:_____ (5)_____

6. Father's Occupation:_____ (6)_____

7. Mother's Occupation:_____ (7)_____

8. Father's Education (indicate highest level): _____ (8)_____

9. Mother's Education (indicate highest level): _____ (9)_____

10. Number of organizations to which you belong (circle one) 0 1 2 3 4 5 6 7 8 9 (10)_____

11. Number of organizational committees on which you participate (circle one): 0 1 2 3 4 5 6 7 8 9 (11)_____

12. Number of organizational offices you hold (circle one): 0 1 2 3 4 5 6 7 8 9 (12)_____

13. Nature and extent of handicap (describe): _____ (13)_____

_____

_____

14. Work experience (list dates started and completed by month and year, and company name): _____ (14)_____

_____

_____

_____

_____

Code #_____

For Office Use Only

15. Which career fields do you feel are open to physically handicapped individuals, that is, career fields where the physically handicapped can get jobs? (check one or more)

(15)

_____ Agriculture (e.g. farm manager, avocado grower) _____

_____ Arts and Humanities (e.g. sculptor, film director) _____

_____ Communication (e.g. radio announcer, journalist) _____

_____ Construction (e.g. architect, land developer _____

_____ Education (e.g. teacher, college dean) _____

_____ Entertainment (e.g. musician, comedian) _____

_____ Government (e.g. senator, city manager) _____

_____ Health & Welfare (e.g. social worker, physician) _____

_____ Manufacturing (e.g. industrial engineer, distribution manager) _____

_____ Natural Resources (e.g. naturalist, marine biologist) _____

_____ Personal Services (e.g. druggist, dry cleaning manager) _____

_____ Product Services (e.g. physicist, chemist) _____

_____ Recreation (e.g. recreation director, yacht broker) _____

_____ Trade & Finance (e.g. accountant, import & export business) _____

_____ Transportation (e.g. travel agency manager, airline ticket agent) _____

_____ None of the above _____

For Office Use Only

16. What is the highest level job that a physically handicapped person can realistically expect to hold down in a major corporation? (check one) (16)_____

_____ Technical level 1 -- apprentice

_____ Technical level 2 -- journeyman

_____ Technical level 3 -- senior journeyman

_____ Technical level 4 -- foreman

_____ First line management 1 | Department

_____ First line management 2 | Department

_____ First line management 3 | Department

_____ Middle management 1 | Division

_____ Middle management 2 | Division

_____ Middle management 3 | Division

_____ Executive management 1 | Vice President

_____ Executive management 2 | Vice President

_____ Executive management 3 — President, General manager

17. For which career fields are you interested in preparing yourself or in exploring further? (check one or more) (17)_____

_____ Agriculture (e.g. farm manager, avocado grower)

_____ Arts and Humanities (e.g. sculptor, film director) _____

_____ Communication (e.g.radio announcer, journalist) _____

_____ Construction (e.g. architect, land developer) _____

_____ Education (e.g. teacher, college dean) _____

_____ Entertainment (e.g. musician, comedian) _____

For Office Use Only

_____ Government (e.g. senator, city manager) _____

_____ Health & Welfare (e.g. social worker, physician) _____

_____ Manufacturing (e.g. industrial engineer, distribution manager) _____

_____ Natural Resources (e.g. naturalist, marine biologist) _____

_____ Personal Services (e.g. druggist, dry cleaning manager) _____

_____ Product Services (e.g. physicist, chemist) _____

_____ Recreation (e.g. recreation director, yacht broker) _____

_____ Trade & Finance (e.g. accountant, import & export business) _____

_____ Transportation (e.g. travel agency manager, airline ticket agent) _____

_____ None of the above _____

18. For which job level are you interested in preparing yourself of exploring further? (check one) (18)_____

_____ Technical level 1 -- apprentice

_____ Technical level 2 -- journeyman

_____ Technical level 3 -- senior journeyman

_____ Technical level 4 -- foreman

_____ First line management 1

_____ First line management 2 Department

_____ First line management 3

_____ Middle management 1

_____ Middle management 2 Division

_____ Middle management 3

(Please continue on next page.)

Code #_____

For Office Use Only

_____ Executive Management 1 | Vice President
_____ Executive Management 2 |

_____ Executive Management 3 -- President, General Manager

19. Using the college catalog provided, list by course number the courses you would like to take before you graduate. (19)_____

_____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

20. Using the college catalog provided, list by course number the courses you have taken to date. (20)_____

_____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

Code #_____

For Office Use Only

21. List the experiences, activities or elements of courses you have taken that were relevant to preparing you for the world of work (very brief statements). (21)_____

_____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

(Use back of page, if needed. Please label the item.)

22. List the experiences, activities or elements of courses you have taken that were NOT RELEVANT to preparing you for the world of work (very brief statements). (22)_____

_____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

(Use back of page, if needed. Please label the item.)

Appendix B

Coding

Categories of Physical Disabilities

1. Perceptual

   Hearing
   Vision

2. Orthopedic

   Skeletal disorders
   Arthritis
   Post-polio
   Back problems
   Amputees

3. Systemic

   Diabetes
   High Blood Pressure
   Kidney disease
   Von Willebrand disease (hemophilia)

4. Neuromuscular

   Cerebral palsy
   Multiple sclerosis
   Epilepsy

5. Disease

   Cancer

6. Able-bodied

7. Speech impairment

(These categories were determined in consultation with Jose Gonzales, Project Director, PH Career Internship Program, CSULA.)

Procedure for Creation of Family's Hollingshead Index (FAMHOLL) (based on article, "Two Factor Index of Social Position", Hollingshead, 1957)

On PH Program Questionnaire, father's and mother's occupation and education were coded according to Hollingshead's categories:

Occupation

1) Executives & proprietors of large concerns, major professionals
2) Managers & proprietors of medium sized businesses and lesser professionals
3) Administrative personnel of large concerns, owners of small independent businesses, & semi-professionals
4) Owners of little businesses, clerical & salesworkers, and technicians
5) Skilled workers
6) Semi-skilled workers (housewife, student)
7) Unskilled workers

Education

1) Graduate professional training 17+
2) Standard college 16
3) Partial college (1 and <4 years)
4) High school graduate
5) Partial high school (finished 10 or 11)
6) Junior high school (finished 7 - 9)
7) less than 7 years

The scores were weighted as follows:

Example:	factor	score	factor weight	score x weight
	occupation	3	7	21
	education	3	4	12
				33 Index of Social Position

The Hollingshead Index of Social Position provides a continuum of a low of 11 to a high of 77. The Hollingshead Index was divided into categories indicating social class position as follows:

I	=	11 - 17	highest class
II	=	18 - 27	
III	=	28 - 43	
IV	=	44 - 60	
V	=	61 - 77	lowest class

For this study, a Family's Hollingshead Index (FAMHOLL) was computed as the lower of the mother's and father's Hollingshead scores. In other words, any time the mother's score raised the family's social position, i.e. had a lower score, her score was used for FAMHOLL index.

Selected College Major Groupings

0 - None specified
1 - Accounting
2 - All other business
3 - Counseling
4 - All other education
5 - Medically related
6 - Math and science
7 - Home economics and child development
8 - Psychology and sociology
9 - Fine arts and letters
10 - Engineering

On the PH Program Questionnaire, students were asked to list college major by 4-digit objective code from CSULA course schedule. These objective codes were then sorted into the above categories for ease of analysis. A complete list of CSULA objective codes is provided on the next two pages.

OBJECTIVE CODES
(Degree, Major, and Credential)

DEGREE OBJECTIVE CODES

0 No degree objective specified
2 Seeking a Bachelor of Arts Degree (BA)
3 Seeking a Bachelor of Science Degree (BS)
4 Seeking other Bachelor's Degree (e.g. BVE)
5 Seeking a Master of Arts Degree (MA)
6 Seeking a Master of Science Degree (MS)
7 Seeking other Masters Degree (e.g. MBA)
8 Seeking a Joint-Doctorate

MAJOR OBJECTIVE CODES

0000 Undecided
1 SCHOOL OF BUSINESS & ECONOMICS
1100 Bus. Admin. - BS Undecided
1101 Special Business - BS
1102 Labor Relations - BS
1103 Business Arts - BS
1104 Business Admin. - MBA
1105 Business Admin. - MS
1106 Economics - MA
1107 Business Unclassified Grad.
1108 Business Education - MA
1111 Accounting - BS
1112 Business Information Systems - BS
1121 Business Education - BS
1122 Office Administration - BS
1131 Economics - BA
1132 Business Econ. & Statistics - BS
1141 Finance - BS
1142 Insurance - BS
1143 Real Estate - BS
1151 Management - Administrative - BS
1152 Management - Operations - BS
1153 Management - Personnel Relations - BS
1154 Management Science - BS
1155 Health Care Management - MS
1161 Marketing - BS
1164 Transportation - BS
1165 International Business - BS
2 SCHOOL OF EDUCATION
2200 Education - Undecided
2201 Area of Special Interest - MA
2202 Education, Reading - MA
2211 Elementary Teach - MA
2222 Secondary Teaching - MA
2231 Administration & Supervision - MA
2240 Counseling - Undecided
2241 School Counseling - MS
2242 Community College Counseling - MS
2243 School Psychology - MS
2244 Rehabilitation Counseling - MS
2245 Rehabilitation Counseling - BS
2251 Special Education - MA
2252 Audiology - MA
2253 Special Education - Ph.D.
2261 Educational Foundations - MA
2262 Urban Education - MA
5 SCHOOL OF ENGINEERING
5800 Engineering - Undecided - MS
5801 Engineering - Undecided - BS
5811 Engineering - Civil - MS
5812 Engineering - Civil - BS
5821 Engineering - Electrical - MS
5822 Engineering - Electrical - BS
5831 Engineering - Mechanical - MS
5832 Engineering - Mechanical - BS
3 SCHOOL OF FINE & APPLIED ARTS
3311 Art - BA
3312 Art - MA
3321 Health & Safety Studies - MA
3322 Health & Safety Studies - BA
3331 Home Economics - BA
3333 Home Economics - Dietetics - BS
3334 Child Development - BA
3335 Home Economics - MA
3336 Child Development - MA
3341 Industrial Arts - BA
3343 Vocational Arts - BVE
3344 Industrial Tech - Printing Mgmt. - BS
3345 Industrial Arts - MA
3346 Vocational Education - MA
3347 Fire Protection Administration - BS
3351 Music - BA
3352 Music Education - MA
3353 Music - MA
3354 Music - Performing - B of M
3361 Nursing - Basic Program - BS
3362 Nursing - Registered Nurses
3363 Nursing - MS
3364 Acute Care Nursing - BS
3365 Primary Care Nursing - BS
3366 Mental Health Nursing - BS
3371 Physical Education - BA
3372 Physical Education - MA
3381 Criminal Justice - BS
3382 Criminalistics - MS
3383 Criminal Justice - MS
3391 Recreation - BS
3392 Recreation - MS
3401 Theatre Arts - BA
3402 Theatre Arts - MA
4 SCHOOL OF LETTERS & SCIENCE
4491 Biology - BA & BS
4492 Biology - MS
4502 Social Science - Economics - BA
4503 Social Science - Geography
4504 Social Science - Political Science - BA
4505 Social Science - History - BA
4506 Social Science - MA
4507 Social Science - Undecided - BA
4511 Anthropology - BA
4512 Anthropology - MA
4531 Chemistry - BA & BS
4532 Biochemistry - BS
4533 Chemistry - MS
4534 Biochemistry - MS
4541 English - BA
4542 English - MA
4551 French - BA
4552 Spanish - BA
4553 German - BA
4554 French - MA
4555 Spanish - MA
4556 Japanese - BA
4561 Geography - BA
4562 Geography - MA
4563 Urban Studies - BA
4571 Geology - BA & BS
4572 Geology - Joint MS
4580 Political Science - Undecided
4581 Political Science - Public Administration - BA
4582 Political Science - Pre-Legal - BA
4583 Political Science World Politics
4584 Political Science - General - BA
4585 Public Administration - MS
4586 Political Science - MA
4591 History - BA
4592 History - MA
4611 Journalism - BA
4621 Mathematics - BA & BS
4622 Mathematics - MS, option 1
4623 Mathematics - MS, option 2
4624 Mathematics - Statistics - BS
4631 Microbiology
4632 Medical Technology - BS
4633 Environmental Health Science - BS
4635 Microbiology - MS
4641 Philosophy - BA
4642 Philosophy - MA
4651 Physics - BA & BS
4652 Biophysics - BS
4653 Physics - MS
4654 Radiological & Health Physics - BS
4661 Psychology - BA
4662 Psychology - MA
4663 Psychology - MS
4671 Sociology - General - BA
4672 Sociology - Social Welfare - BA
4673 Social Welfare - BA
4674 Sociology - MA
4681 Speech Communication - BA
4684 Speech Pathology - BA
4685 Broadcasting, Radio & TV - BA
4686 Speech Pathology - MA

(MAJOR OBJECTIVE CODES continued on next page)

SCHOOL OF LETTERS & SCIENCE (Continued)

4687 Speech Communication - MA
4701 Latin American Studies - BA
4702 Latin American Studies - MA
4711 American Studies - BA
4712 American Studies - MA
4721 Mexican-American Studies - BA
4731 Liberal Studies - BA
4751 Afro-American Studies - BA

INTER-SCHOOL PROGRAMS

9021 Special Major - BA and BS
9022 Special Major - MA & MS

CREDENTIAL OBJECTIVE CODES

000 Undecided or no credential

RYAN ACT CREDENTIAL CODES

Teaching Credentials

100 Single Subject Instruction
200 Multiple Subject Instruction
300 Designated Subjects

Specialist Instruction

410 Reading Specialist
420 Mathematics Specialist
430 Early Childhood Education
*440 Bilingual/Cross Cultural
450 Health Science Teaching
461 Communication Handicapped
462 Physically Handicapped
463 Learning Handicapped
464 Severely Handicapped
465 Gifted

Services Credentials

500 Administrative Services
600 Health Services
700 Librarianship/Media
810 Counseling
820 Psychological Services
830 Child Welfare and Attendance
840 School Social Work

*Students who wish to pursue this credential must obtain permission to enter the program from the principal advisor, before beginning required course work.

ACADEMIC OFFICES AND ADVISEMENT CENTERS

SCHOOL OF BUSINESS AND ECONOMICS

		Room	Telephone
Dean Laird Allison - Undergraduate Programs	SH	C160A	224-3652
Undergraduate Advisement Center	SH	C145	224-3652
Dean Warren C. Bray - Graduate Programs	SH	C160B	224-2727
Graduate Advisement Center	SH	C163A	224-2727
Major Area			
Accounting & Business Information Systems	ST	F517	224-3887
Business Education	ST	F517	224-3887
Economics & Statistics	ST	F917	224-3884
Finance & Law	ST	F717	224-3881
Management	ST	F717	224-3881
Marketing & Transportation	ST	F917	224-3884

SCHOOL OF EDUCATION

		Room	Telephone
Graduate Programs Coordinator (Dean Earl Denny)	KH	D2070	224-3161
CREDENTIAL PROGRAM ADMISSIONS			
All Advisement	KH	C2088	224-3777
EDUCATIONAL FOUNDATIONS			
General Advisement	KH	A2028	224-3737
Graduate Advisement	KH	A2028	224-3737
Bilingual/Cross Cultural Specialist Credential	KH	A2028	224-3737

Appendix C

Student Exit Interview Format

Appendix C

(Use questions under numbers to add to response.)

INTERVIEW

1. Describe what you feel are the most important things you have gained from the internship experience.

   a. What were your duties?

   b. Did you have a special project to work on?

   c. In what way were the people important?

   d. What was your relationship with your supervisor?

   e. Have you gained knowledge about the business itself?

   f. Have you gained expertise in the field?

   g. Have you learned more about your abilities?

2. In what ways have the workshops broadened your knowledge of career choices?

   a. Are there any choices you would consider now that you wouldn't have before taking the course?

   b. Which workshop or leader most contributed to this knowledge?

   c. Have the workshops changed your thinking about the career choices which are open to handicapped persons generally?

   *d. (If the workshops haven't broadened your knowledge of career choices,) why do you feel this way?

3. In what ways have the workshops helped you relate your coursework to your career plans?

   a. Do any courses seem more relevant now?

   b. Can you see ways to change courses which would relate them to the work experience?

   *c. If they haven't, why do you feel this way?

*Use only if a negative response is given.

4. What suggestions can you offer the PH Internship Program for future program planning and implementation?

   a. What changes would you like to see if you were taking the program again?

   b. Would a different internship arrangement be helpful?

   c. How could the workshops be changed?

   d. In what ways could the staff members make this class a better learning experience?

5. Identify specific incidents within the internship and/or workshop experiences which have changed your feelings about yourself and your career.

   a. What were your feelings about yourself as an employee before the internship? Have those feelings changed? If so, what led to this change?

   b. What were your feelings about your career choice before the internship experience? What are your feelings now? If they are different, what led to this change?

   c. How do you feel about working, in relation to your disability?

Appendix D

Employer Exit Interview Format

Appendix D

EMPLOYER EXIT INTERVIEW FORMAT

1) How did the intern fit into your operations, especially how did s/he relate to other employees, to you as the supervisor?

2) In your opinion, what did the intern learn from this experience? What were the accomplishments of the intern working with you?
3) Was the internship placement beneficial to your business (agency)? If so, in what way? If not, why not?

4) Did you observe any changes in the intern's attitude toward his/her abilities, or toward employment in general?

5) Did you encounter any problems or barriers in working with the intern?

6) What is your opinion of our program?

7) Did you experience any problems or difficulties in working with our program?

8) What suggestions would you offer to make our program more successful and beneficial for both employer and intern?

Modified Exit Interview Format to use with PH Program staff as intern supervisors:

1. How or why did you and the student choose this type of internship?

2. In your opinion, what did the intern learn from this experience, what were his/her accomplishments?

3. Did you observe any changes in the intern's attitude toward his/her abilities, or toward employment in general?

4. Did the intern experience any problems with his/her internship?

5. What suggestions would you offer if this student were to participate in this program again?

Appendix E

Correspondence

Dear

The Career Development and Placement Center at California State University at Los Angeles has received a federal grant through the U.S. Office of Education. Briefly, it is a grant designed for career exploration by handicapped students. Nationwide only seven such grants were funded. The only university funded was Cal State L.A.

One vital aspect of career education is direct experience in a work environment. Typically, this component is lacking in the backgrounds of handicapped students, who have rarely held Summer or part-time jobs and have had limited exposure to the business world.

In an attempt to remedy this situation our program will involve a four-week "hands-on" work exploration in a business or professional setting. We would like to place student interns in companies to explore possible careers.

Your company has been one of the few selected for participation as a work site for our interns.

National focus is on career education for handicapped students and it will take the cooperation of companies like yours to make our program successful.

Within the next few weeks, staff members Bran Callet or Sandy Aguilar will be contacting you to arrange a meeting for further discussion of our program.

Very truly yours,

PHYSICALLY HANDICAPPED
CAREER INTERNSHIP PROGRAM

Overview

California State University, Los Angeles has received funding from the U. S. Office of Education for a highly innovative demonstration project in Career Education for Handicapped Students.

Our program will place approximately 25 physically handicapped students in various business and professional settings for a brief "hands-on" career experience. We are hoping to broaden the students' views of the work world and allow employers to take a realistic look at how a handicapped person can function within their organizations. Eventually, we will test, document, and package this program so that it will be transportable to any institution of higher learning.

This endeavor is prompted by our concern for discovering effective techniques and methods in career education for handicapped students. In terms of career choice, there have tended to be limitations among the handicapped. These limitations have been both self imposed and externally imposed. The thrust of this program is to help eradicate limitations and aid students in developing a positive self perception of their real career capabilities.

Benefits to Participating Businesses

The Career Internship Program is a highly visible public service project which will enhance the positive image of the company. There will be wide dissemination of the program's activities both locally and nationally. The public will be made aware of each company's special efforts through groups such as the Mayor's Committee on Employment of the Handicapped and the Los Angeles Chamber of Commerce.

We will disseminate the project's methodology and results to handicapped organizations and other related community agencies, business and industry, and educational institutions so that a wide spectrum of potential users will have access to the program.

A more concrete benefit could be the opportunity to use a volunteer intern student to finish a backlog project that perhaps the company or department has lacked the staff to complete. The program involves no direct dollar cost to the company.

Each business will have an opportunity to review its work sites and employment possibilities in the light of Affirmative Action requirements for hiring the handicapped. Participation will help the company to prepare for meeting those requirements, as stated in the 1973 Rehabilitation Act under Sections 503 and 504, which deal with federal contract awards and making "reasonable accommodations".

Hopefully a concrete picture of the capabilities of handicapped persons will be realized and help stimulate rethinking with respect to career areas in which handicapped persons might function successfully. We do realize many companies have already successfully employed handicapped individuals. Such companies would be ideal sites for our program because of the existence of positive role models for our students.

Company Responsibilities

We ask for a commitment on the part of each company to accept a few student interns into its organization. These placements will be part-time (approximately 16 hours per week), will last four weeks, and will occur during the Fall, 1978, and Winter, 1979, quarters.

Secondly, we ask that each company designate a specific person who will be able to work with the project. This company representative will work with our internship developer to develop specific internships that meet the needs of both the company and the student interns.

Thirdly, in the initial stages of the program, it will be necessary for the company representative, in conjunction with our internship developer, to identify practical ways the internships can be accommodated. We will review the physical facilities and working conditions together to determine any special arrangements which might be required.

Lastly, we will need some participation in the program assessment and evaluation.

Project Responsibilities

The project's responsibility will be to provide capable students with appropriate backgrounds. We will conduct career assessment interviews with the students. These interviews will cover plans, knowledgeability and needs of potential participants.

Students eligible for the internships are those defined by the Rehabilitation Act of 1973 as "having a physical ...impairment which substantially limits one or more such person's major life activities". In our program we are primarily concerned with those major life activities relating to employment and the potential for employment.

All of our interns will be undergraduate students at Cal State L. A.. Typically, they will have had little or no work experience. All students selected, however, will have proven themselves capable of functioning adequately in the university environment.

Student placement will be based upon some of the following factors: 1) student career interests, 2) academic background and skills, 3) specific handicap, 4) energy level, and 5) residency and travel considerations, considered in conjunction with the company needs. We will attempt to match students as carefully as possible to assure a successful experience for all participants.

The project will provide the Internship Developer, who will be a full-time, direct liaison with the company for the purposes of developing and supervising the internships. The Internship Developer will recruit and train the student facilitators, (able-bodied volunteers), to assist in this function. All record-keeping functions will be handled by the project.

The project will provide a series of five three-hour workshops for the interns. The workshops will cover the topics of experiential learning and the objectives of the internships, as well as the elements of career choice and how to research the world of work.

In addition to group workshops, there will be regular individual meetings with the students to assure that their learning objectives are being met.

We will assist interns with necessary travel and other special arrangements. It is our goal that this project be a positive and successful one for both the handicapped students and the participating companies and we will provide all possible support services to insure meeting this goal.

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

CAREER DEVELOPMENT AND PLACEMENT CENTER (213) 224-3581

Physically Handicapped
Career Internship Program
Jose J. Gonzales, Project Director

September 29, 1978

Dear Student:

Cal State L. A. has received a large grant from the U. S. Office of Education to develop a demonstration program in career education for handicapped students. Nationwide, only seven such grants were funded and the only university funded was Cal State L. A.

Briefly, it is a program to help students learn about career possibilities and to explore them in a work environment. During the Fall and Winter quarters it is being offered as a three unit course, Counselor Education 101: Career Decision-Making for the Physically Handicapped.

We are attempting to gain the support of every handicapped student on our campus to make this program a success. We need all of our students, regardless of whether they enroll in the program or not, to give us some background information and be part of our pre-assessment group.

We will be meeting for this purpose next Friday, October 6, from 1:30 to 3:30 in the Career Development and Placement Center, Bungalow C. We will also be setting up an evening time for those who can't be here on Friday.

If you have the time and would be able to help us in the pre-assessment, your participation will certainly be appreciated.

Please call us at 224-2896 if you wish to sign up or have any further questions.

Sincerely,

Jose J. Gonzales

JJG:ch

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

Physically Handicapped
Career Internship Program
Jose J. Gonzales, Project Director

Dear Student:

The Fall class on Career Decision-Making for the Physically Handicapped is well underway, and a number of people have already signed up for the Winter quarter. Some information on the course is enclosed.

I have taken a leave from the Directorship of Handicapped Students Services to head this project - one of only seven across the nation - and I am asking every handicapped student on campus to help.

To make the program a success, we need about two hours (or maybe a little less) of your time to complete a questionnaire, provide some background information, and find out how the program can benefit you.

By completing the tear-off on the back, you can have an appointment any time Monday through Friday from 8:00 a.m. to 5:00 p.m. until November 17th, or on Saturday, November 18th at 10:30.

If you need an evening appointment or want more information, please telephone us at 224-2896.

Thank you very much for your help.

Sincerely,

Jose Gonzales
Project Director

I will come to the Career Center (Bungalow C) to take the preliminary assessment on

Day _____ Date _____ Time _____

Name _____

Home Phone _____ Work Phone _____

Please return in the enclosed prepaid envelope.

- -

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

CAREER DEVELOPMENT AND PLACEMENT CENTER (213) 224-3581

Physically Handicapped
Career Internship Program
Jose J. Gonzales, Project Director
(213) 224-2896

January 5, 1979

Dear Student:

We have good news. We have been able to get funds to pay every person $5.00 for taking the post-test questionnaire for our evaluation. This questionnaire is shorter than the first and requires less than an hour to complete.

Testing will be continuous during the following periods. An hour or less is all you will need to allow.

Mon., 1/15	10 a.m. to 5 p.m.	Student Union Rm. 438 or 439
Tue., 1/16	" " "	" " " "	"
Wed., 1/17	" " "	" " " "	"
Wed., 1/17	5 p.m. to 7 p.m.	Career Center, Bungalow C

It is very important that <u>everyone</u> take the second questionnaire. This is a matched test, which means that without the results of the second part, data from the first questionnaire can't be used, and your time and effort will be wasted.

Cal State handicapped students who participated in the Fall quarter found they greatly benefited from this chance to try out a chosen career. So you can see why your participation is important.

Thank you for your help.

Sincerely,

Jose J. Gonzales

JJG:ch

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

CAREER DEVELOPMENT AND PLACEMENT CENTER (213) 224-3581
Physically Handicapped
Career Internship Program
Jose J. Gonzales, Project Director
(213) 224-2896

January 22, 1979

Dear Student:

We have good news. We have been able to get funds to pay every person $5.00 for taking the post-test questionnaire for our evaluation. This questionnaire is shorter than the first and requires less than an hour to complete.

Testing will be continuous during the following periods. An hour or less is all you will need to allow.

Mondays, Tuesdays, Thursdays, and Fridays
8:00 a.m. to 5:00 p.m. at the Career Center, Bungalow C.

Wednesdays 8:00 a.m. to 7:00 p.m. at the Career Center.

Other times by arrangement - please call 224-2896.

It is very important that everyone take the second questionnaire. This is a matched test, which means that without the results of the second part, data from the first questionnaire can't be used, and your time and effort will be wasted.

Cal State handicapped students who participated in the Fall quarter found they greatly benefited from this chance to try out a chosen career. So you can see why your participation is important.

Thank you for your help.

Sincerely,

Jose J. Gonzales

JJG:ch

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

CAREER DEVELOPMENT AND PLACEMENT CENTER (213) 224-3561

Dear :

The Winter Schedule of Classes is off the press, and once again it's time for planning next quarter's courses. The Fall course: Career Decision-Making for the Physically Handicapped is well underway, and proving to be both exciting and successful.

A unique aspect of this course is the non-paid four week internship. Searching out the best possible career internship site for each student is a time consuming process. We want to provide a meaningful learning opportunity that matches each student's career interests, schedule and geographic location. We screen participating companies and agencies carefully.

If you are considering taking the course during the Winter quarter, let me hear from you; our number is 224-2896. It does not need to be a final decision, it just gives us the chance to plan ahead.

Thank you again for your help with the evaluation.

Sincerely,

Sandy Aguilar

SA:sjs

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Career Decision-Making for Physically Handicapped

BRIDGE THE GAP BETWEEN COLLEGE AND THE WORLD OF WORK

NEW COURSE OFFERS:

- HANDS-ON EXPERIENCE: PART-TIME, NON-PAID PLACEMENT IN BUSINESS, INDUSTRY, OR PROFESSIONAL SETTING
- WORKSHOPS ON CAREERS AND CAREER CHOICE

COURSE NUMBER EDCE 101
3 UNITS, CREDIT/NON-CREDIT

AN EXPERIMENTAL COURSE
ONLY OFFERED FALL, 1978 AND WINTER, 1979

WINTER SCHEDULE: TWO CLASS SECTIONS
WEDNESDAY 9 - 12 THURSDAY 9 - 12
INTERNSHIPS BY ARRANGEMENT

A MODEL PROGRAM MADE POSSIBLE BY A GRANT FROM THE
U.S. OFFICE OF EDUCATION, CAREER EDUCATION PROGRAM

INTERESTED? CALL 224-2896 OR COME TO BUNGALOW C
PHYSICALLY HANDICAPPED CAREER INTERNSHIP PROGRAM

Appendix F

Workshop Materials

COURSE OUTLINE - REVISED

Career Decision-Making
for the Physically Handicapped

The course consists of a four-week experiential learning component (the internship), plus five weeks of class meetings (three hours per week), plus final written reports and assessments.

Outline of Course Meetings:

Week 1 Career Alternatives

1. Overview of the program and course content

   A. Hand out and review syllabus

   B. Introduce staff.

2. Focusing on career goals

   A. Looking at yourself

   B. Looking at the world around you and how you would like to fit into it. What are the possibilities.

   C. Start looking at the things you enjoy doing right now.

3. Exercise "Things I Enjoy Doing".

4. Group discussion of the career possibilities and barriers which each person has generated as part of the exercise.

5. Discussion of careers

   A. Ideal job vs. conventional job.
   Most jobs arising from the exercise are "ideal", very unique, require high status or ability in the field, etc.
   To arrive at a unique, self-defined career position you need:

1. A game plan - assessing what skills and contacts are needed and what steps are involved.

2. An active stance - willingness and determination to create your own future.

B. Safety vs. risk factor in career choice.

Taking a job that is a challenge and has upward mobility or one that is secure, less demanding without much advancement potential. Examining the advantages and disadvantages in relation to desired outcomes.

Learner objectives: to understand relationships between self and work. To broaden perceived career options.

Week 2 Elements of Experiential Career Learning

1. Introduction - Looking outside yourself at the world of work. Researching and information gathering. Two sources: 1) indirect - written sources 2) direct - on the job experience.

   A. Hand out and review the brochure - Researching the World of Work.

   B. Hand out and review the reference lists.

2. What can be learned from the internship (brainstorming session)

3. Specific learning techniques for the internship

   A. Analyzing the components of a job

   B. Interviewing persons on a job to learn about the job

   C. How to understand a job in the context of the organization, "families" of jobs and career ladders. Skill clusters.

4. Discuss two areas on-the-job learning can cover: 1) direct job information such as what does an accountant do, 2) general work information such

as work habits, establishing clear communication with supervisors, etc.

5. Hand out and discuss the homework assignment.

6. Guest speaker.

Learner objectives: to be able to list five learning goals appropriate to the internship, and to list and discuss ten types of on-the-job activities which would meet those goals.

Week 3 The Internship Experience

1. Hand in homework assignment.

2. Individual reports on the internship placement from each student. General information.

   A. What is the name of the company?

   B. Where is it located?

   C. What do they do?

   D. What department are you assigned to?

   E. How does your department fit into the company? What is its function?

   F. What is the "hierarchy" of command in the department or company? Who has power because of his title? Who runs things? Same person or different?

3. Work assignments:

   A. What is your work schedule?

   B. What are your work assignments?

   C. Do you have one project or area for which you are responsible?

   D. Are you doing any interviewing or shadowing of professionals as part of your internship? If so, describe the situation.

4. People in the internship.

   A. Who is your supervisor?

   B. Who else do you work with?

   C. How do you get along with them?

   D. How do you <u>think</u> they feel about you?

5. Strengths and barriers. Each student will evaluate the progress and value of his placement so far.

   A. What are the successes of the placement so far? What are the positive aspects? Could it be made more successful? How?

   B. What specific difficulties have you encountered? Explain.

   C. Could difficulties be minimized if you had reacted differently?

   D. What have you learned?

6. Group discussion based on individual reports of personal experiences (following each individual report). Discussion guidelines:

   A. Identify similarities between individuals.

   B. How did problems arise?

   C. What methods could be used to cope with or solve existing problems?

7. Hand out and discuss the homework assignment.

8. Guest speaker.

Learner objectives: students will be able to write a five page paper for their notebooks analyzing and evaluating their placements.

Week 4 Elements of Career Planning

1. Recap: So far we have looked at things we have looked at things we enjoy as a source of information about the kind of work we would like. We have also looked at how to learn about careers through research and reading and through on-the-job experience.

2. What other elements of self-knowledge are necessary besides what you enjoy? Brainstorm.

3. Avenues to gain this information: self-help books, self-analysis, testing, counseling, etc. Hand out bibliography.

4. A "cause and effect" simulation game. An exercise in seeing yourself not as the effect of conditions and events, but as the cause of conditions and events. "As a person with a disability, I can't..."

5. Steps to developing active self-responsibility in career choice and management. DOT example.

6. Guest speaker.

Learner objectives: Students will be able to name and describe seven aspects of the individual which relate to career choice.

Week 5 Pulling It All Together

1. General and specialized skills.

   While college teaches specialized skills, most jobs demand and hire according to general skills. You need to know, not only what coursework or major is required for a given job but what skills are necessary. Going to a person who is doing what you want to do is one of the best sources for this information.

   A. Assessing general abilities.

      Carol's handout.

   B. "Assessing Yourself" exercise.

      Looking for general job-related skills.

2. Marketing.

   How to sell yourself for a job.

3. Second level uses of the internship experience such as presenting work experience in resumes and interviews. career networking, personal contacts with others in your field.

4. Handicapped employment and the law. What is the current status? How will it help you personally?

5. Wrap-up. How and where to continue career exploration.

6. Guest speaker.

Learner objectives: Students will be able to choose an academic field and describe five related career choices for which that academic background would be appropriate. In addition, they will be able to specify five additional factors which would equip the individual for a job.

An alternative program of readings and exercises is available for students who are unable to attend the workshops.

The Internship

The internship will consist of a placement in a business, industry, government, service organization or professional group. Placements will include both observation and work duties. In addition, we will strive for placements which allow access to learning about the structure of the business and the variety of careers within it.

The project staff will work with student participants both in the group workshops and individually to teach experiential learning skills and to clarify the student's objectives and goals for the internships. Minimally these will be:

1. to participate in a set number of hours of on-site work activity;

2. to spend a set number of hours in on-site observation of one professional during his daily work;

3. to systematically observe and research at least three different career paths within one functional area, for example, Marketing - i.e., to identify the essential abilities, work experience and academic backgrounds required of each career path, the potential for future growth of each and the degree to which each matches the student's own career preference;

4. to construct an organization chart of the company, and the specific functional area (e.g. Marketing).

This contractual format will insure that specific learning opportunities will be provided and achieved, and that all parties understand their obligations.

Course Documentation

Students will keep a notebook of assignments from their weekly class meetings. Reports will be collected from their on-site work supervisors. There will be weekly individual meetings with students to determine whether learning objectives are being met. All students will participate in a pre- and post-testing assessment for both individual and program evaluation. One goal-setting assignment and a five page paper on their internship activities will be required. All of these will be considered in determining the students' level of participation in this credit/no credit course.

Appendix G

Analysis of Variance
Summary

Analysis of Variance Summary for Eight Learner Objectives by group code (exper, hc, ab) and wave (pre, post). Main effects only, interactions not significant.

I. Number of fields open to handicapped

Source	Sum of Squares	df	Mean square	F	P
additive effect	169.550	3	56.450	3.067	.03
group code	167.001	2	83.501	4.537	.01
wave	1.528	1	1.528	.083	NS
residual	3607.552	196	18.406		
Total	3790.104	201	18.856		

216 cases

II. Highest realistic job

No components significant on this objective

III. Number of fields interested in

Source	Sum of Squares	df	Mean square	F	P
additive effect	48.366	3	16.122	6.279	.001
group code	47.629	2	23.815	9.276	.001
wave	.422	1	.422	.164	NS
residual	502.219	196	2.567		
Total	556.020	201	2.766		

216 cases

IV. Interest in job level

No components significant on this objective

V. Number of courses respondent would like to take

Source	Sum of Squares	df	Mean square	F	P
additive effect	2520.194	3	840.065	3.577	.015
group code	2504.744	2	1252.372	5.333	.006
wave	5.855	1	5.855	.025	NS
residual	46031.432	196	234.854		
Total	49867.530	201	248.097		

216 cases

VI. Number of departments respondent would like

Source	Sum of squares	df	Mean square	F	P
additive effect	119.697	3	39.899	3.49	.016
group code	119.692	2	59.846	5.235	.006
wave	.102	1	.102	.009	NS
residual	2343.632	205	11.432		
Total	2518.616	210	11.993		

216 cases

VII. Number of atypical courses respondent would like

No components significant on this objective

VIII. Experiences relevant to work preparation

Source	Sum of squares	df	Mean square	F	P
additive effect	22.443	3	7.481	3.901	.01
group code	2.491	2	1.246	.650	NS
wave	19.802	1	19.802	10.325	.002
residual	393.167	205	1.918		
Total	416.038	210	1.981		

216 cases

12. Anticipated Changes and/or Problems

No new changes and/or problems have ocurred since the six month report. The total number of participants served by the program is 20, not the 25 projected in the proposal.

Difficulties in handling the increased number of participants in the Winter quarter did not materialize, though we were kept busy. The thrust of the program took on an additional dimension, not as a result of direct changes in objectives or activities, but as a result of student needs. About half of the students who participated were more advanced in their studies and more settled on a career choice. For these students, according to their self-report, the program created not so much an expansion of career possibilities as a reality testing of their chosen career fields. These students emerged with a slightly different set of outcomes. First, the opportunity of finding that they could perform the work and be accepted in that work environment, and second a strong rise in their self-confidence and determination to seek work in that field. According to the students' reports and comments, these outcomes are highly significant and have had a strong impact on their career outlooks. A more complete analysis of these new outcomes is included in the evaluation section.

13. Dissemination Activities

During the first six months of the project, the Project Director spoke both formally and informally at numerous meetings, panels and conferences. Among the groups he addressed were the Califoria Association of the Physically Handicapped, Access California, Western College Placement Association, National Rehabilitation Association, Los Angeles Chamber of Commerce, West San Gabriel Valley Mayors' Committee for the Employment of the Handicapped, California Department of Rehabilitation, Electronics Industry Foundation-Project With Industry, Center for Living Independently in Pasadena, the East Los Angeles Community Union, California State University at Northridge, East Los Angeles Community College and Los Angeles City College.

During the grant year, the Project Director was asked to serve as a member of the Technical Assistance Corps (TAC) for the Project on Higher Education and the Handicapped (HEATH). An intensive one-week training program was provided by the College and University Personnel Association (CUPA) in Wahington. The TAC is comprised of 138 specialists in handicapped affairs. Through this connection the Project Director was able to publicize our program and activities to the TAC group and add their names to our dissemination mailing list.

Prior to the official start of our porject, the Western College Placement Association (WCPA) held its Summer Workshops in Los Angeles June 21-23, 1978. The WCPA is composed of representatives from business and industry responsible for campus recruitment and career

placement personnel from colleges and universities. Its membership covers the eleven western states. As part of their registration materials, those attending the Summer Workshops were given a flier on the PH program (Appendix AA). Over 150 persons attended the WCPA Suumer Workshops.

Program brochures for employers and letter (Appendixes CC and EE) were sent of major business selected to represent the 15 USOE occupational clusters (Appendix BB). In developing company interest, approximately 50 more companies and organizations were contacted and provided with program information during the Fall and Winter quarters.

At the time of a mass Spring mailing to companies, it still appeared that program funding might be available for 1979-80. One purpose of the mailing was to make companies aware of our activities and an additional purpose was to solicit their interest for participation during the following year.

In late Spring, the program brochure (Appendix KK) was designed and printed. It was mailed out during May and June. The letter accompaning the brochure solicited further inquiries to develop a mailing list for our Final Project Packet (Appendix KK). Three thousand copies of this brochure were distributed to a very wide audience. In order to effectively reach community colleges, colleges and universities nationwide lists were purchased from a major list house.

The breakdown of the mail distribution is as follows:

Presidents of colleges and univeesities in all 50 states	1153
Presidents of community college in all 50 states	898

Leading companies in California (from Los Angeles Time compilation). 68

Major businesses and industries selected from the membership list of the WCPA. 390

State Career Education Coordinators for all 50 states 50

Representatives of organizations concerned with the disabled population. 35

Members of the HEATH Technical Assistance Corps 138

Directors of Student Service Centers for the handicapped at the other California State Colleges and Universities. 18

Administrators, chairpersons and key faculty at California State University, Los Angeles. 50

Additional copies were mailed to participating businesses and organizations and to a variety of persons who wrote inquiring about the program. Complete lists of these 2800 plus recipients are not included in this report. They are available as part of the project records.

Following the development of the program brochure the Final Project Packet (Appendix LL) was written. This is a lengthy narrative designed to provide all the information necessary to enable users to duplicate the PH Program at their sites. It covers the modular components and the program processes. It presents the particular strengths and

benefits of the program, and most importantly, some of the problem area to be aware of in implementing this or any similar program.

Five hundred copies of the Final Project Packet were printed. They were distributed to persons who responded to the program brochure asking for more information, Directors of Career Development and Placement Centers and Directors of Disabled Student Service Centers in major colleges and universities throughout California.

The internship program was run for students during Fall and Winter quarters; in Spring 1979, our in person dissemination presentations began. Our main thrust was to local high schools, community colleges, colleges and universities. Most of these presentations were done by a team consisting of the Project Director, one staff member and either one student facilitator or one student participant. Many additional presentations to organizations serving the disabled and to local business groups were made by the Project Director.

The schools and organizations to whom presentations were made are as follows:

Temple City High School
Widney High School
Montebello High School
Mark Keppel High School
Duarte High School
El Monte High School
Rosemead High School
El Rancho High School
Pasadena High School
San Gabriel High School
Hollywood High School
Santa Monica City College
L.A. Southwestern College
Glendale College
Arroyo High School

Citrus College
Pierce College
California State University at Fullerton
California State University at Northridge
Mount San Antonio College
University of California at Santa Barbara
San Diego State University
Los Angeles City College
University of California at Los Angeles
West Los Angeles College
University of California at Riverside
Cerritos College
Fullerton College
Pasadena City College
Long Beach City College
East Los Angeles College
California State Polytechnic University, Pomona
Los Angeles Valley College
California Institute of Technology
University of California, Irvine
Saddleback College
Los Angeles Mission College
Compton Community College
University of Southern California
California Association for the Physically Handicapped
California Governors Committe on Employment of the Handicapped
Los Angeles Chamber of Commerce
Independent Living Centers in West Los Angeles and Pasadena
National Rehabilitation Association
California Association of Post-Secondary Educators of the Disabled.

These meetings were productive and informative. The audiences we spoke to were receptive to our ideas. Some were very knowledgeable about career education and programs for the disabled, others had little background in these areas. Educators were most interested in costs and funding.

Process objective 3: "disseminate the program model locally, regionally and nationally to potential users including Career Development Centers at the college level, employers and industry representatives, handicapped organizations and other community agencies" was fully met by the project's dissemination activities over the Spring and Summer months.

14. Special Activities.

All activities appropriate to this section have been reported under major activities and objectives.

15. Career Education Program Final Report Abstract.

Propect Title: The Physically Handicapped Career Internship Program
Project Number: 554 AH 80263

Grant Number: G00 780217

Category: populations.

Funded from July 1, 1978 through September 30, 1979.

Project Director: Jose J. Gonzales, Jr.

Institution: California State University, Los Angeles Foundation
Student Affairs Division
5151 State University Drive
Los Angeles, California 90032
(213) 224-3382

The Physically Handicapped Career Internship program was designed to meet certain career education needs existing in the disabled student population. Basically, these are the need for reality testing opportunities to determine personal interests and aptitudes for various careers; the need for information on careers: the work involved, training requirements, and career ladders and families; and the self-confidence to go after a job once it is identified. While these needs are not exclusive to the disabled, they do seem to be more locked-in and magnified with this group than with the student population in general.

The program we designed and implemented at California State University, Los Angeles was structured around a brief part-time work exploration placement which gave students a hands-on career experience. The internship was supported by workshops and counseling and integrated with the students academic work.

In planning the program, thorough consideration was given to the needs and backgrounds of the disabled student population and the options available to them upon graduation. In the area of career choice and training a variety of psychological and social conditioning factors influence both the disabled persons and those who interact with them. The net effect of these factors in the employment sphere is to limit, for both employers and the disabled, perceived and actual career options.

The program met the needs of the disabled by providing a hands-on career exploration experience in which students could test themselves in a real work environment. The program was oriented towards teaching about careers, acquainting students with career options of potential

interest to them and with the techniques and steps of making a satisfying career choice.

The work experience provided was significantly different from a full internship in the conventional definition of the term. Students often had little or no training in the area of their interest, their work was unpaid and their involvement of an exploratory nature.

Through the class and counseling, students were encouraged to look at careers which might be considered atypical for a disabled person and to learn about areas which were new and unfamiliar to them. Our objective was to push out the boundaries of their thinking, make them stretch a bit and hopefully to nourish some genuine growth in the realm of career choice.

The Physically Handicapped Career Internship program was run in two successive academic quarters at California State University, Los Angeles with two separate groups of students. Hence, the program which is presented here represents the original ideas and plans distilled through experience into what seem to be the most productive and workable procedures.

The program had three components. The first was the internship itself. The internships consisted of on-site placements in business, industry, government, service organizations and with indendent professionals. Placemants emphasized an actual work experience in which the student could explore the career potential first hand as well as observe and ask questions. Students were encouraged to interview co-workers and supervisors to maximize their understanding of the business and careers

within it.

The second component was a series of workshops in which students learned about the elements of career choice, career decision-making and experiential, on-the-job career exploration. The class prepared them to analyze and learn from their career internships and additionally to understand the elements of career choice and career decision-making in general.

The last component was individual counseling which was provided by project staff and peer counselors. The counseling aspect enabled the program to be more responsive to the individual variability of the participants and to support and reinforce the new steps being taken by them in the internship experience.

The learner objectives for the disabled students were based on very concrete increases in career knowledge. These concerned the students' perceptions of the number of career options open to the disabled population in general, the number and vaiety of career options in which they personally were interested and an understanding of the career relevancy of volunteer and work experience and academic course work.

The value of the program went well beyond these limited goals. Students learned the elements of career decison-making, expanded their knowledge of specific career fields, increased their self-knowledge and experiemented with strategies of matching themselves with the world of work.
They gained critical exposure to the world of work and tested

themselves in that environment.

One of the major accomplishements was a attitudinal change in the direction of more positves self-images and increased self-confidence. Students expressed a deeper sense of purpose in their career plans. Hopefully, such increases in self-confidence will generalize further and result in changed perceptions of other aspects of the students' world as well as an openness to learning from future experiences.

The goal of active industry involvement was certainly achieved by our program. Essentially, we initiated a two-way communication process: determining how industry could contribute to the career education of the disabled student, and how the disabled student could contribute to the education and progress of industry. For some of our participating companies this was a first and very tentative experience with disabled workers in a professional setting. It was a successful and positve experience which perhaps dissipated old prejudices and stereotypes and certainly gave employers a realistic look at disabled people as potential employees. Even companies which choose not to participate were impacted by our mailings and discussions.

Fundamental to out program was the development of a self-reliance which will enable students to search out and develop career relevance in academics and approach all work experiences with a view toward maximizing their learning potential. These tools, once learned,provide a sound basis for life long career growth. In the future, we feel that dramatic curriculum changes will depend on changing students' expectations and

demands and channeling employers' concerns into movements to effect such changes. Thus the Physically Handicapped Career Internship Program has supported very basic needs for improvement in career education at the university level.

APPENDIX AA

Funded by the U.S. Office of Education, Career Education Program

The PH Career Internship Program

Career Development and Placement Center
California State University, Los Angeles

Name _____

Address _____

_____

City and State _____

Telephone ( ) _____ Zip _____

Affiliation _____

Unique people

Like most servicemen, Bob W. was glad to be home. He'd always been athletic, and he had a degree in Physical Education. Now he began pursuing an interest in weight lifting, and in 1977, he surpassed the world's record for the bench press. He is on the faculty at Cal State L.A., where he coordinates the strength and flexibility programs for our athletic teams. He works with professional athletes, schools and other groups as a motivational/fitness consultant through his own firm, "Strive for Success."

He's accomplished a lot...for a man who lost both legs and requires the use of a wheelchair.

Ms. M. was born and raised on a farm where she helped with all the chores, including driving a tractor. Being bright in school and talented in math, she went on to college, and helped pay her way by working in a bank as a keypunch operator. Now she is employed by the federal government as a computer programmer. She enjoys active sports--bowling, swimming, skiing and snowmobiling.

She really doesn't think of herself as handicapped...though she was born without arms.

How many barriers to the handicapped person exist in the physical world, and how many exist in our minds?

Unique approach

At Cal State L.A., we're working to break down the barriers, and we've developed an exciting new career education program to help do it. For the handicapped students, it will involve a "hands-on" career experience in a business or professional setting. For employers--a chance to discover firsthand how a handicapped individual could contribute to their organization.

Our project will bring together handicapped students and employers in a program of mutual career exploration and learning. We hope it will create wider vistas in all of our thinking about career options for the physically handicapped.

We're very excited about our program, and we'd like to share it with you.

We are developing a mailing list of individuals and representatives of schools, agencies and businesses who might be interested in participating in our program, or in just knowing more about it and how it progresses.

If you would like your name added to our list, please fill out the reverse side and return to:

The PH Career Internship Program
Career Development and Placement Center
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032

APPENDIX BB

1) Agribusiness and Natural Resources

a) Carnation — Jess Jimenez, Frank Slohn, Lanny Wilson
5045 Wilshire Blvd.
L.A. 90036
931-1911

b) Exxon — William Rathvon
1800 Avenue of the Stars
L.A. 90067
552-5738

c) General Electric — John Reilly
9350 E. Flair Dr.
El Monte, CA. 91734
572-5205

d) Kelloggs — Hilly Goldman, Bud Morgan
Suite 905, South Tower
500 S. Main
Orange, CA. 92668
(714) 835-2542

e) Oscar Mayer — Bruce Somers
3301 E. Vernon Ave.
L.A. 90058
587-1181

f) Southern California Edison
2244 Walnut Grove Avenue
Rosemead, CA. 91770
572-1219-7 (Hank Ellis)

2) Personal Services

a) Biltmore Hotel — Gene Summers
515 S. Olive St.
L.A. 90013
624-1011

b) Hyatt Regency — George Harbaugh, Gen. Mgr.
711 S. Hope St.
L.A. 90017
683-1234

3) Manufacturing

a) Airesearch Manufacturing Co. — John Metza
2525 W. 190th St.
Torrance, CA. 90509
323-9500, 321-5000 x 3126

b) Alcoa Aluminum — David Ceniceros
5151 Alcoa Avenue
Los Angeles, California 90058
588-6141

c) Cutco Cutlery — Dave Kelly
624 No. Garfield Avenue
Alhambra 91801
282-6760

4) Business and Office

a) Health Services Administration, L. A. County — John Cacheiro
Fiscal Services, 313 No. Figueroa
L.A. 90012
974-7955, 974-8151

b) Alexander Grant & Co. (Accounting) — John Speyer, Stanford Kurland
3435 Wilshire Blvd.
L.A. 90010
380-1700

c) Atlantic Richfield Co., Accounting and Auditing Division. — B.P. Vielma
515 So. Flower St.
Los Angeles 90071
486-0755

d) Allstate Insurance — Patricia Bouldin, Personnel; Hal Meany
600 Sierra Madre Villa Avenue
Pasadena 91109
351-3509

e) Burroughs Corp (Computer Systems) — James Hill
460 Sierra Madre Villa
Pasadena 91109
351-6551

5) Transportation

a) Caltrans, Dept. of Transportation — Marilyn Reece, Harold Yamaguchi
120 So. Spring St.
L.A. 90012
620-3063

b) Northrop, Affirmative Action Programs — Pat Partida
2301 W. 120th St.
Hawthorne, CA. 90250
757-5181

6) Consumer & Homemaking Production

a) Mattel, Inc.
5150 Rosecrans Avenue
Hawthorne, CA. 90250
664-0411
Sharon Carvalho

7) Public Services

a) State Board of Equalization
11229 Woodruff Avenue
Downey, CA. 90241
869-2461
773-3480
Richard Duarte

b) FAA
15000 Aviation Blvd.
Hawthorne, CA. 90009
536-6292
Willie Bullock

c) State Dept. of Rehabilitation
3452 E. Foothill Blvd.
Pasadena 91107
793-0651

d) So. Calif. Counseling Center
5615 W. Pico
L.A. 90019
937-1344

e) Suicide Prevention Center
1041 S. Menlo Avenue
L.A. 90006
381-5111

f) Legal Aid Foundation
1550 W. 8th St.
L.A. 90017
487-3320

g) Veterans' Hospital, Voc. Rehab.
Wilshire & Sawtelle
L.A.
Pete Snyder
Dr. Alan Simpson

h) L.A. Co. Sheriffs' Adm. Office
211 W. Temple
L.A. 974-4211

8) Fine Arts and Humanities

a) Emilio Photography Studio
808 S. Chapel Ave.
Alhambra, CA. 91801
284-7823

b) Morganelli-Heumann & Associates (Interior Design)
445 S. Figueroa #1800
Los Angeles 90071
624-2440 Robert S. Wilkerson

9) Marketing & Distribution

a) Broadway Dept. Stores Susana Brooks
3880 N. Mission Road Melanie Yasgoor
Los Angeles 90031 Mike Trujillo
227-2132, 3

b) Bullocks Patty Payne
7th and Hill Terry Lundgren
Los Angeles 90014
486-5349

c) Firestone Tire and Rubber Dennis Miller
6333 Telegraph Road
Los Angeles 90040
724-5650 ex 278-279

d) The Gap Stores Tom Henderson
10801 National Blvd., Suite 407
Los Angeles 90064
475-0910

e) United Parcel Service Patrick Conger
1201 W. Olympic Blvd. Trent Benedetti
Los Angeles 90015
613-1907 ex 384

f) Foote, Cone, Belding, Honig (Advertising)
2727 W. 6th Street
Los Angeles 90057 Norman Brown
736-8500

10) Marine Science

a) Long Beach Naval Shipyard Ernest Grimm
Long Beach, CA. 90822
547-6952

b) Ocean Technology — Thomas Bryant, Catherine Bryan
2835 No. Naomi St.
Burbank, CA. 91504
849-7111

11) Recreation & Hospitality (travel)

a) Air Sea Holidays — Sandie Gudger
1900 Avenue of the Stars
Suite 560
Los Angeles 90067
277-5404

12) Health

a) Blue Cross — William Blackwell
6150 Canoga Ave., Suite 107
Woodland Hills, CA. 91367
999-0574

b) Mental Health Services — Clarence Williams
Los Angeles County
313 No. Figueroa St.
Los Angeles 90012
974-7995

c) Ortho Pharmaceuticals — Emilio Rodriguez
718 No. Curtis Avenue
Covina, CA. 91722
331-3728

d) Biotechnics Laboratories
1133 Crenshaw Blvd.
Los Angeles 90019
933-5991

13) Environment

a) Dept. of Fish & Game, Affirmative Action
350 Golden Shore Drive
Long Beach, CA.
590-5177

14) Communications & Media

a) Hanna Barbera — Melvin Getzler
3400 Cahuenga
Los Angeles 90068
851-5000

b) Warner Bros.
4000 Warner Blvd.
Burbank, CA. 91505
843-6000

Frank G. Wells,
President
Joe Hyams,
V.P. Publicity

c) L.A. Times
Los Angeles 90053
625-2345

Robert Flannes,V.P.

d) Petersen Publishing Co.
8490 Sunset Blvd.
Los Angeles, CA. 90069
657-5100

Leo LaRew

e) KHJ-AM (Radio)
5515 Melrose Avenue
Los Angeles 90038
462-2133

Mary Sullivan

15) Construction

a) Bechtel Power Corp. (Engineers, Constructors)
12400 E. Imperial Hwy.
Norwalk, CA. 90650
864-6011

Edward Peters
Sven Agerbek
Paul Freeman

b) Graphic Sciences
8939 So. Sepulveda Blvd.
Los Angeles 90045
776-1445

Louis Liserani

c) Doranne of California (Ceramics, Giftware)
3201 Bandini Blvd.
Los Angeles 90023
268-3174

Irving Dietz, Pres.

Others

1. Data Processing Dept., L. A. County 9150 E. Imperial Hwy. Downey, CA. 90242 771-5421	Linden Knighten
2. Employment Dev. Dept., Occupational Analysis Field Center 1525 So. Broadway, Room 233, Los Angeles 90015	Allan Baylin
3. Litton Data Systems 8000 Woodley Ave. Van Nuys, CA. 91409 781-8211	Tom Kelly
4. Head Shampoo & Conditioner 20626 Belshaw Ave. Carson, CA. 90746 979-3322	Scott Brouillet
5. E. F. Hutton 251 So. Lake Ave. Pasadena, CA. 91101 793-2171, 681-6921	John Harris
6. IBM 3424 Wilshire Los Angeles, CA. 90010 736-4620	Karl Jefferson
7. So. Calif. Gas Co. 810 So. Flower St. Los Angeles, CA. 90017 689-3911	Ms. Terry Malishew Dr. Arden Walters
8. Xerox 9350 Flair Drive El Monte, CA. 91731 573-2800	
9. Coast RMCA (Collection & Credit) 8383 Wilshire Blvd., #324 Beverly Hills, CA. 90211	M. Stayden, Pres.
10. L. A. Department of Recreation and Parks 200 No. Main Los Angeles 485-5515	

APPENDIX CC

Dear

The Career Development and Placement Center at California State University at Los Angeles has received a federal grant through the U.S. Office of Education. Briefly, it is a grant designed for career exploration by handicapped students. Nationwide only seven such grants were funded. The only university funded was Cal State L.A.

One vital aspect of career education is direct experience in a work environment. Typically, this component is lacking in the backgrounds of handicapped students, who have rarely held Summer or part-time jobs and have had limited exposure to the business world.

In an attempt to remedy this situation our program will involve a four-week "hands-on" work exploration in a business or professional setting. We would like to place student interns in companies to explore possible careers.

Your company has been one of the few selected for participation as a work site for our interns.

National focus is on career education for handicapped students and it will take the cooperation of companies like yours to make our program successful.

Within the next few weeks, staff members Bran Callet or Sandy Aguilar will be contacting you to arrange a meeting for further discussion of our program.

Very truly yours,

APPENDIX DD

INTERVIEW FORMAT

Date

Name

Interviewer

1. Prior to interview, review student cards & questionnaires. Make notes for yourself if necessary.

2. Get to know person:
   Major, minor, courses enjoyed most, other education, Interests, volunteer work

3. Disability
   What is it?
   What limitations does person have?

4. Ideal job

5. Career objectives
   What would you like to be doing after graduation?
   What work interests you?

6. Types of companies person is interested in:

7. Class schedule and times available:

8. Tell how to add; give person add card, if necessary. (Note whether person is interested in units or not.)

APPENDIX EE

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

CAREER DEVELOPMENT AND PLACEMENT CENTER (213) 224-3581

Physically Handicapped Career Internship Program
Jose J. Gonzales, Project Director

April 13, 1979

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California State University, Los Angeles, with funding from the Office of Career Education, has conducted during the past year a very successful career education demonstration project for students with disabilities.

The program was designed to provide on-site professional experience to handicapped university students in the business or professional setting of their choice. As an integral part of the program, background instruction was given in group workshops to provide career research tools, speakers from the community as role models, and training in techniques to make the most of the internship experience.

Students in the demonstration project interned in settings including accounting, entertainment public relations, counseling, private investigation and corrections.

The program was designed to be replicated by other schools on the community college and university levels. As it expands to meet the demonstrated need for professional internships, we will be seeking organizations interested in participating.

The enclosed pamphlet describes the program briefly and outlines the responsibilities and a few of the benefits to participating companies.

Yours truly,

Jose J. Gonzales

JJG:ch

Encl.

Barrier-Free Careers

THE PHYSICALLY HANDICAPPED CAREER INTERNSHIP PROGRAM

CALIFORNIA STATE UNIVERSITY LOS ANGELES

PHYSICALLY HANDICAPPED
CAREER INTERNSHIP PROGRAM

Overview

California State University, Los Angeles has received funding from the U.S. Office of Education for a highly innovative demonstration project in career education for students with disabilities.

Our program will place physically handicapped students in various business and professional settings for a brief "hands-on" career experience. We are hoping to broaden the students' views of the work world and allow employers to take a realistic look at how a person with a disability can function within their organizations.

Eventually we will test, document, and package this program so that it will be transportable to any institution of higher learning.

This endeavor is prompted by our concern for discovering effective techniques and methods in career education for students with disabilities. In terms of career choice, there have tended to be limitations among the disabled. These limitations have been both self imposed and externally imposed. The thrust of this program is to help eradicate limitations and aid students in developing a positive self perception of their real career capabilities.

Benefits to Participating Businesses

The Career Internship Program is a highly visible public service project which will enhance the positive image of the company. There will be wide dissemination of the program's activities both locally and nationally. The public will be made aware of each company's special efforts through groups such as the Mayor's Committee on Employment of the Handicapped and the Los Angeles Chamber of Commerce.

We will disseminate the project's methodology and results to handicapped organizations and other related community agencies, business and industry, and educational institutions so that a wide spectrum of potential users will have access to the program.

A more concrete benefit could be the opportunity to use a volunteer intern student to finish a backlog project that perhaps the company or department has lacked the staff to complete. The program involves no direct dollar cost to the company.

Each business will have an opportunity to review its work sites and employment possibilities in the light of Affirmative Action requirements for hiring the handicapped. Participation will help the company to prepare for meeting those requirements, as stated in the 1973 Rehabilitation Act under Sections 503 and 504, which deal with federal contract awards and making "reasonable accommodations".

Hopefully a concrete picture of the capabilities of persons with disabilities will be realized and help stimulate rethinking with respect to career areas in which disabled persons might function successfully. We do realize many companies have already successfully employed individuals with disabilities. Such companies would be ideal sites for our program because of the existence of positive role models for our students.

Company Responsibilities

We ask for a commitment on the part of each company to accept a few student interns into its organization. These placements will be part-time (approximately 16 hours per week), will last four weeks, and will occur during the Fall, 1978, and Winter, 1979, quarters.

Secondly, we ask that each company designate a specific person who will be able to work with the project. This company representative will work with our Internship Developer to develop specific internships that meet the needs of both the company and the student interns.

Thirdly, in the initial stages of the program, it will be necessary for the company representative, in conjunction with our Internship Developer, to identify practical ways the internships can be accommodated. We will review the physical facilities and working conditions together to determine any special arrangements which might be required.

Lastly, we will need some participation in the program assessment and evaluation.

Project Responsibilities

It will be the responsibility of the project to provide capable students with appropriate backgrounds. We will conduct career assessment interviews with the students. These interviews will cover plans, knowledgeability and needs of potential participants.

Students eligible for the internships are those defined by the Rehabilitation Act of 1973 as "having a physical...impairment which substantially limits one or more such person's major life activities". In our program we are primarily concerned with those major life activities relating to employment and the potential for employment.

All of our interns will be undergraduate students at Cal State L.A. Typically, they will have had little or no work experience. All students selected, however, will have proven themselves capable of functioning adequately in the university environment.

Student placement will be based upon some of the following factors: 1) student career interests, 2) academic background and skills, 3) specific disability, 4) energy level, and 5) residency and travel considerations, considered in conjunction with the company needs. We will attempt to match students as carefully as possible to assure a successful experience for all participants.

The project will provide the Internship Developer, who will be a full-time, direct liaison with the company for the purposes of developing and supervising the internships. The Internship Developer will recruit and train the student facilitators, (able-bodied volunteers), to assist in this function. All record-keeping functions will be handled by the project.

The project will provide a series of five three-hour workshops for the interns. The workshops will cover the topics of experiential learning and the objectives of the internships, as well as the elements of career choice and how to research the world of work.

In addition to group workshops, there will be regular individual meetings with the students to assure that their learning objectives are being met.

PROJECT STAFF

Jose J. Gonzales
Project Director

Bran Callet
Co-Principal Investigator

Sandy Aguilar
Internship Developer

Kathie Heller
Evaluation Coordinator

Carole Hull
Project Secretary

California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032

Physically Handicapped Career Internship Program
(213) 224-2896

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

APPENDIX FF

EMPLOYER QUESTIONNAIRE

Name of Organization: _____

Respondent (Name and Title): _____

_____

Telephone No.: _____

Gross Sales or Assets, Case load, or Number of Students: ____

_____

Size of Staff: _____

Employee Mix:

_____ No. of Executives (Pres. & V.P.s; Principal & Vice Principals)

_____ No. of Managers (Other than executives)

_____ No. of Supervisors

_____ No. of Technical Employees

SIC Code (list top 3) _____ _____ _____

Products/Services (list top 3)

_____

_____

_____

No. of Handicapped employed _____

_____ Executive & Managerial _____ Supervisory & te

Affirmative Action Plan _____

_____

_____

Comments/Impressions. _____

_____

_____

_____

APPENDIX GG

"The Quick Job Hunting Map" was removed from this appendix because of copyright.

COURSE OUTLINE

Career Decision-Making
for the Physically Handicapped

The course consists of a four-week experiential learning component (the internship), plus five weeks of class meetings (three hours per week), plus final written reports and assessments.

Outline of Course Meetings:

Week 1 Career Alternatives

1. Overview of the program and course content

2. Focusing on career goals

   A. Looking at yourself

   B. Looking at the world around you and how you would like to fit into it. What are the possibilities.

   C. Start looking at the things you enjoy doing right now.

3. Exercise "Things I Enjoy Doing".

4. Group discussion of the career possibilities and barriers which each person has generated as part of the exercise.

5. Discussion of careers

   A. Why some careers are considered traditional for handicapped persons,

   B. Safety vs. risk factor in career choice.

      1. Taking a job that is a challenge and has upward mobility or one that is secure, less demanding without much advancement potential. Examining the advantages and disadvantages in relation to desired outcomes.

   C. Creating a position.

      Doing what you want to do.

Learner objectives: to understand relationships between self and work. To broaden perceived career options.

Week 2 Elements of Experiential Career Learning

1. Introduction - Looking outside yourself at the world of work. Researching and information gathering. Two sources: 1) indirect - written sources 2) direct - on the job experience.

2. What can be learned from the internship (brainstorming session)

3. Specific learning techniques for the internship

   A. Analyzing the components of a job

   B. Interviewing persons on a job to learn about the job

   C. How to understand a job in the context of the organization, "families" of jobs and career ladders. Skill clusters.

4. Discuss two areas on-the-job learning can cover: 1) direct job information such as what does an accountant do, 2) general work information such as work habits, establishing clear communication with supervisors, etc.

Learner objectives: to be able to list and discuss ten types of on-the-job learning about careers which would be appropriate for the internship.

Week 3 The Internship Experience

1. Individual reports on the internship placement from each student. Information to be included:

   A. What is the name of the company?

   B. Where is it located?

   C. What do they do?

   D. What department are you assigned to?

   E. How does your department fit into the company? What is its function?

   F. What is the "hierarchy" of command in the department or company? Who has power because of his title? Who runs things? Same person or different?

2. Further information on each placement presented to the group by each student.

   A. Who do you work with?

   B. How do you feel about them?

   C. How do you <u>think</u> they feel about you?

   Option - If it seems appropriate, judging by the level of the group discussion, we would introduce role-playing and discussion of ways to handle stereotyped questions or situations at work relating to handicaps.

3. Strengths and barriers. Each student will evaluate the progress and value of his placement so far.

   A. What are the successes of the placement so far? What are the positive aspects? Could it be made more successful? How?

   B. What specific difficulties have you encountered? Explain.

   C. Could difficulties be minimized if you had reacted differently?

   D. What have you learned?

4. Group discussion based on individual reports of personal experiences (following each individual report). Discussion guidelines:

   A. Identify similarities between individuals.

   B. How did problems arise?

   C. What methods could be used to cope with or solve existing problems?

Learner objectives: students will fill out a section for their notebooks analyzing and evaluating their placements.

Week 4 Elements of Career Planning

1. Steps to developing active self-responsibility in career choice and management

2. Other elements of self-knowledge necessary besides what you enjoy. Brainstorm.

3. Avenues to gain this information: self-help books, self-analysis, testing, counseling, etc.

4. A "cause and effect" simulation game. An exercise in seeing yourself not as the effect of conditions and events, but as the cause of conditions and events. Such as: "As a handicapped person, I can't...." (outline available)

Learner objectives: students will be able to name and describe seven variables of the individual which relate to career choice.

Week 5 Careers and Academics

1. How various academic disciplines relate to careers. For example, how do you know what you study to be a pyrotechnician?

2. Conversely, how do you learn what careers are available for a person with a specific degree?

3. Second level uses of the internship experience such as presenting work experience in resumes and interviews, career networking, personal contacts with others in your field.

4. Handicapped employment and the law. What is the current status? How will it help you personally?

5. Wrap-up. How and where to continue career exploration.

Learner objectives: students will be able to choose three academic fields and describe five related career choices for which that academic background would be appropriate.

The Internship. The internship will consist of a placement in a business, industry, government, service organization or professional group. Placements will include both observation and work duties. In addition, we will strive for placements which allow access to learning about the structure of the business and the variety of careers within it.

The project staff will work with student participants both in the group workshops and individually to teach experiential learning skills and to clarify the student's objectives and goals for the internships. Minimally these will be:

1. to participate in a set number of hours of on-site work activity;

2. to spend a set number of hours in on-site observation of one professional during his daily work;

3. to systematically observe and research at least three different career paths within one functional area, for example, Marketing - i.e., to identify the essential abilities, work experience and academic backgrounds required of each career path, the potential for future growth of each and the degree to which each matches the student's own career preference;

4. to construct an organization chart of the company, and the specific functional area (e.g. Marketing).

The on-site internships will last four weeks and require sixteen hours per week of on-site work activity. Each individual placement will be finalized by a written contract which will specify:

1. the student's learning objectives

2. on-site activities for meeting these objectives

3. student's work responsibilities, including duties, hours, and immediate supervisor

4. a monitoring plan including specific checkpoints for the items listed above

This contractual format will insure that specific learning opportunities will be provided and achieved, and that all parties understand their obligations.

Course Documentation

Students will keep a notebook of assignments from their weekly class meetings as well as written reports on their internship activities. Reports will be collected from their on-site work supervisors. There will be weekly individual meetings with students to determine whether learning objectives are being met. All students will participate in a pre- and post-testing assessment for

both individual and program evaluation. All of these will be considered in determining the students' level of participation in this credit/no credit course.

COURSE OUTLINE - REVISED

Career Decision-Making
for the Physically Handicapped

The course consists of a four-week experiential learning component (the internship), plus five weeks of class meetings (three hours per week), plus final written reports and assessments.

Outline of Course Meetings:

Week 1 Career Alternatives

1. Overview of the program and course content

   A. Hand out and review syllabus

   B. Introduce staff.

2. Focusing on career goals

   A. Looking at yourself

   B. Looking at the world around you and how you would like to fit into it. What are the possibilities.

   C. Start looking at the things you enjoy doing right now.

3. Exercise "Things I Enjoy Doing".

4. Group discussion of the career possibilities and barriers which each person has generated as part of the exercise.

5. Discussion of careers

   A. Ideal job vs. conventional job.
   Most jobs arising from the exercise are "ideal", very unique, require high status or ability in the field, etc.
   To arrive at a unique, self-defined career position you need:

1. A game plan - assessing what skills and contacts are needed and what steps are involved.

2. An active stance - willingness and determination to create your own future.

B. Safety vs. risk factor in career choice.

Taking a job that is a challenge and has upward mobility or one that is secure, less demanding without much advancement potential. Examining the advantages and disadvantages in relation to desired outcomes.

Learner objectives: to understand relationships between self and work. To broaden perceived career options.

Week 2 Elements of Experiential Career Learning

1. Introduction - Looking outside yourself at the world of work. Researching and information gathering. Two sources: 1) indirect - written sources 2) direct - on the job experience.

   A. Hand out and review the brochure - Researching the World of Work.

   B. Hand out and review the reference lists.

2. What can be learned from the internship (brain-storming session)

3. Specific learning techniques for the internship

   A. Analyzing the components of a job

   B. Interviewing persons on a job to learn about the job

   C. How to understand a job in the context of the organization, "families" of jobs and career ladders. Skill clusters.

4. Discuss two areas on-the-job learning can cover: 1) direct job information such as what does an accountant do, 2) general work information such

as work habits, establishing clear communication with supervisors, etc.

5. Hand out and discuss the homework assignment.

6. Guest speaker.

Learner objectives: to be able to list five learning goals appropriate to the internship, and to list and discuss ten types of on-the-job activities which would meet those goals.

Week 3 The Internship Experience

1. Hand in homework assignment.

2. Individual reports on the internship placement from each student. General information.

   A. What is the name of the company?

   B. Where is it located?

   C. What do they do?

   D. What department are you assigned to?

   E. How does your department fit into the company? What is its function?

   F. What is the "hierarchy" of command in the department or company? Who has power because of his title? Who runs things? Same person or different?

3. Work assignments:

   A. What is your work schedule?

   B. What are your work assignments?

   C. Do you have one project or area for which you are responsible?

   D. Are you doing any interviewing or shadowing of professionals as part of your internship? If so, describe the situation.

4. People in the internship.

   A. Who is your supervisor?

   B. Who else do you work with?

   C. How do you get along with them?

   D. How do you <u>think</u> they feel about you?

5. Strengths and barriers. Each student will evaluate the progress and value of his placement so far.

   A. What are the successes of the placement so far? What are the positive aspects? Could it be made more successful? How?

   B. What specific difficulties have you encountered? Explain.

   C. Could difficulties be minimized if you had reacted differently?

   D. What have you learned?

6. Group discussion based on individual reports of personal experiences (following each individual report). Discussion guidelines:

   A. Identify similarities between individuals.

   B. How did problems arise?

   C. What methods could be used to cope with or solve existing problems?

7. Hand out and discuss the homework assignment.

8. Guest speaker.

Learner objectives: students will be able to write a five page paper for their notebooks analyzing and evaluating their placements.

Week 4 Elements of Career Planning

1. Recap: So far we have looked at things we have looked at things we enjoy as a source of information about the kind of work we would like. We have also looked at how to learn about careers through research and reading and through on-the-job experience.

2. What other elements of self-knowledge are necessary besides what you enjoy? Brainstorm.

3. Avenues to gain this information: self-help books, self-analysis, testing, counseling, etc. Hand out bibliography.

4. A "cause and effect" simulation game. An exercise in seeing yourself not as the effect of conditions and events, but as the cause of conditions and events. "As a person with a disability, I can't..."

5. Steps to developing active self-responsibility in career choice and management. DOT example.

6. Guest speaker.

Learner objectives: Students will be able to name and describe seven aspects of the individual which relate to career choice.

Week 5 Pulling It All Together

1. General and specialized skills.

   While college teaches specialized skills, most jobs demand and hire according to general skills. You need to know, not only what coursework or major is required for a given job but what skills are necessary. Going to a person who is doing what you want to do is one of the best sources for this information.

   A. Assessing general abilities.

      Carol's handout.

   B. "Assessing Yourself" exercise.

      Looking for general job-related skills.

2. Marketing.

   How to sell yourself for a job.

3. Second level uses of the internship experience such as presenting work experience in resumes and interviews, career networking, personal contacts with others in your field.

4. Handicapped employment and the law. What is the current status? How will it help you personally?

5. Wrap-up. How and where to continue career exploration.

6. Guest speaker.

Learner objectives: Students will be able to choose an academic field and describe five related career choices for which that academic background would be appropriate. In addition, they will be able to specify five additional factors which would equip the individual for a job.

An alternative program of readings and exercises is available for students who are unable to attend the workshops.

The Internship

The internship will consist of a placement in a business, industry, government, service organization or professional group. Placements will include both observation and work duties. In addition, we will strive for placements which allow access to learning about the structure of the business and the variety of careers within it.

The project staff will work with student participants both in the group workshops and individually to teach experiential learning skills and to clarify the student's objectives and goals for the internships. Minimally these will be:

1. to participate in a set number of hours of on-site work activity;

2. to spend a set number of hours in on-site observation of one professional during his daily work;

3. to systematically observe and research at least three different career paths within one functional area, for example, Marketing - i.e., to identify the essential abilities, work experience and academic backgrounds required of each career path, the potential for future growth of each and the degree to which each matches the student's own career preference;

4. to construct an organization chart of the company, and the specific functional area (e.g. Marketing).

This contractual format will insure that specific learning opportunities will be provided and achieved, and that all parties understand their obligations.

Course Documentation

Students will keep a notebook of assignments from their weekly class meetings. Reports will be collected from their on-site work supervisors. There will be weekly individual meetings with students to determine whether learning objectives are being met. All students will participate in a pre- and post-testing assessment for both individual and program evaluation. One goal-setting assignment and a five page paper on their internship activities will be required. All of these will be considered in determining the students' level of participation in this credit/no credit course.

Workshop I Introduction

I. Reasons program was developed

- Awareness of careers
- Restricting choices/thinking unnecessarily
- Might end up meeting different needs. A chance to try out career area you are already committed to. A bridge. More like a conventional internship.

II. Overview of internship/experiential learning

1. Offers two ways to learn
   - directly, by doing
   - indirectly by observation

   Bob's example of box boy getting the larger picture

2. Procedures
   - set up with internship developer, written goals, time commitments, check sheet for interns.
   - student facilitator to attend with them once a week to monitor
   - don't let problems accummulate
   - meet individually once a week with student facilitators to discuss progress and follow-up workshop exercises.

II Workshops

- career choice: ways of looking at yourself and ways of looking at your experience
- researching work
- pulling it together - career and college plans

THINGS I ENJOY DOING

"Things I enjoy doing" include activities arising out of any area of your life (paid, leisure, volunteer, family, hobbies, school), regardless of whether you think they relate to work or not. List them regardless of your level of talent or ability. The only criteria is enjoyment.

1. Do you enjoy doing this alone, with other people or both?
2. With what frequency do you do this, frequently, occasionally, seldom?
3. Does this give you standing and evoke respect in your eyes, and/or the eyes of others?
4. Do you do this more indoors, out of doors, or both?
5. Does this contribute to the physical or emotional welfare of others?
6. Does doing this provide you opportunity for independent thinking or do you want explicit instructions?
7. Career Possibilities
8. Barriers

RANK	ACTIVITY	ALONE/PEOPLE	FREQUENCY/O/S	EGO	IN. OT.	HELP Al OTHERS	IN. ST.	CAREER POSS.	/BARRIERS

Kelly's Grid

How Do Others View My Decisions?

Career Choice	Mother	Father	Spouse or Partner	Favorite teacher	Counselor	Other, Your Choice	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Rate each person using this scale:

Strongly approve +3 +2 +1 0 -1 -2 -3 Strongly Disapprove

RESEARCHING THE WORLD OF WORK

"Students spend four or more years learning to dig data out of the library and other sources, but it rarely occurs to them that they should also apply some of that new-found research skill to their own benefit..... to looking up information on companies, types of professions, sections of the country that might interest them."

Albert Shapero
Management Department
University of Texas

Casual research may get you a casual job, if that is all you want. However, if you are seriously looking for the right job for yourself, you need spend your valuable time in an organized, serious, planned way.

Most students and workers who take the casual approach are unhappy with the results. Due to lack of data or misunderstanding the nature of the job accepted, they pay the prices of meaningless days, unrewarding experiences, and little or no rewards in security. They have allowed themselves to be boxed in. Others box themselves in by being in a hurry, doing less than necessary, and praying that it will all turn right in the end.

You may be unaware of the tremendous number of information sources available to you in your research, or be frustrated by the apparent fragmentation of the data. But, if you organize carefully, it should give you an understanding of the firms or industries you would like to contact and the types of positions available to you.

Dedicated and careful research will save you time and money, as well as hours of anxiety. It will especially allay the frustrations of unanswered resumes and promotional letters. You will only contact the firms you know something about, and that have something to offer you. You will also star in the interviews that you are able to set up.

Seek out and contact as many people as possible in the fields of your interest. The people already working in these firms are of inestimable value to you. Especially when you are concerned about data that may be difficult to find elsewhere, such as salaries, promotions, and work environment. If you can identify beforehand a problem that you know you could solve, you will have the ultimate mechanism for persuading an employer to YOU. Research and an exploratory interview with a key person will help to find out where you can fit in.

The barriers you feel are hampering you from finding the job for you, such as lack of specific education, experience, age factors, or physical handicap, can often be overcome by showing that you cared enough about getting the job to do your homework. An employer is frequently willing to pay for that "extra special quality" that you obviously possess.

"A purpose without a plan is purely a wish."

Anonymous Sage

It has been said that there are four main channels available to the adept job searcher. They are....

(1) Friends or contacts in a given field

(2) Trade associations, journals, and professional societies

(3) Special newspapers, and financial pages in local papers

(4) Libraries

It is usually wise to follow a few simple rules in dealing with the above channels: Ask more than one person in any given firm or among your friends. Be selective in your choice of persons and in the questions you ask. Get to the "key people" or "power person" whenever possible. Find out if friends can answer specifics, give general information only, or just offer minimal suggestions. Maybe all you will end up with is a feeling about the firm or a name to pursue on your own.

The Research Game Plan

1. A General Survey

   What does the firm do?
   What kind of occupations exist there?
   What is the future of the firm?
   How many, and what type of, competitors are in the field?
   What are the peculiarities of the firm? Typical? Atypical?
   What are the services, products, distinctions, or functions of the firm?
   What does a table of the firm's organization look like? Where would you fit in? Is there room for growth?

2. Regarding a Particular Job's Content

   What are the duties of this job? Describe a typical day, week...
   What characteristics do you most like to find in people on this type of assignment?
   What is considered ideal experience for the job?
   Are previous incumbents promoted?
   How does pay compare with that in other sections/companies?
   What is the largest single proglem facing the staff now?
   Is there anything unusually demanding about the job?
   What are the primary results expected of the position?
   What requirements are needed for advancement?
   Is this a job with long-term demand in the firm, industry, region, country?

"You're a bunch of jackasses. You work your rear ends off in a trivial course that no one will ever care about again. But you're not willing to spend time researching a company that you're interested in working for. Why don't you decide who you want to work for and go after them!"

Albert Shapero (again)

3. Secondary Sources of Information

The Occupational Outlook Handbook

Covers the outlook for employment through the mid-1980s in some 850 occupations. Describes the nature of the work involved, places of employment, training and other qualifications for advancement, earnings, working conditions, and the number of openings anticipated each year.

Dictionary of Occupational Titles

Published every ten years by the U.S. Department of Labor, the D.O.T. is now in its fourth edition (1977) and lists some 20,000 job titles and gives functional definitions to each. Through its "occupational group arrangement" system, related jobs can be viewed.

Occupational Files

Located in the Career Development and Placement Center's Career Resource Library, this extensive collection of information accesses current occupational information such as brochures, pamphlets, clipped articles, etc. on a variety of jobs.

Reference Lists

Published by the Career Development and Placement Center, these reference lists pinpoint manuals, guides, encyclopedias, etc. all of which provide specific industry, organizational, or service area information. The last page of the "Business and Industry Reference List" lists five hypothetical cases showing how job researchers can use the lists. Lists are available in these subject areas:

- Business and Industry
- Social Service
- Recreation
- Art and Communication
- Health and Medical
- Environmental, Consumer Protection and Research
- Government, Urban Affairs and Law Related

Chambers of Commerce

Can offer written information upon request concerning the major employers in a distant locality plus an indication of what they do.

Your Librarian and His or Her Wares

Librarians. Lean heavily on them. They can be giants as educators and towers of strength for job researchers. Tell your librarian the occupational field you are exploring. Be specific in naming the kind of enterprise you want to enter. Ask to be led to the pertinent references, periodicals, and directories that will give you the best information on the occupation, companies, products, and officials that are targets in your information search. The 2nd Floor-North of our own J.F.K. Library should be among your research destinations: there you will find some excellent Reference Librarians.

4. Primary Sources of Information

Your primary sources of information are people, a.k.a. CONTACTS. Possible contacts can be divided into four kinds of categories:

(1) Campaign Strategists: The established people in an occupation, firm or industry of interest to you.

(2) Deans: Elder statesmen, people of stature, professors, and others types used by employers to find new employees.

(3) Detectives: Those employees in positions to get the specific information you need. The friendly receptionist, and the people who service or are served by the firm of your choice.

(4) Troops: Anyone, anywhere who has the knowledge you can tap. This includes all the resources available to you.

The methodology of using contact has been written about extensively, and is best known through such books as Richard Bolles' What Color Is Your Parachute? and Richard Irish's Go Hire Yourself an Employer. Both of these books repeatedly refer to the substantiated fact that 4 out of 5 jobs are secured by job searchers as a result of contacts.

The key ingredients to effectively using primary sources of information include the assertiveness to meet with people and the research required to generate the right questions. If you don't ask the right questions, you won't get the right answers.

Tact, courtesy, thoughtfulness, RESEARCH, and the thank you note make a difference. People are usually willing to help if given the chance to do so. Many of the people you will be speaking with will remember having been in the same position at sometime in the past.

CAREER RESOURCE LIBRARY - CAL STATE L.A.

The Center continuously updates a comprehensive Resource Library to provide students with the following materials:

- Resource Specialist to assist you.
- Brochures of firms recruiting on campus.
- Standard employment applications from private and public agencies.
- Information on interviewing techniques, resumé writing and cover letters.
- Occupations and job information relating to various majors.
- Nationwide college and university catalogues including information on graduate schools.
- Individual files describing specific occupations.
- Stock information and corporation annual reports.
- Directories of leads for job search campaigns.
- Applications and study guides for admission to graduate and professional schools.
- Civil Service employment examinations.
- Organization and personnel directories.

Career Decision Making for
the Physically Handicapped.
Counselor Education 101.
Winter Quarter, 1979.

Course Syllabus

A special course made possible by a federal grant from the Office of Career Education, Department of Health, Education and Welfare.

Three units are offered under EDCE 101.
This course does NOT fulfill the department's requirement for Rehabilitation Counseling majors to complete EDCE 101, and it cannot be repeated for credit. Judy Diamond will be offering the Department's required course in Spring Quarter, 1979.

Professor	Dr. Mits Kubota Acting Director of Handicapped Student Service Center 224-3382.
Staff	Jose Gonzales Project Director 224-2896.
	Sandy Aguilar Internship Developer 224-2896
	Bran Callet Workshop Coordinator 224-3581
	Kathie Heller Evaluation Assistant 224-2896
	Carole Hull Project Secretary 224-2896

Course Requirements

1. Internship

   A four-week placement for 10 - 16 hours per week in a business or professional setting. The objective of the placement is to learn directly about your chosen career field. The placement and requirements are arranged individually with Sandy Aguilar.

2. Workshops

   Five three-hour workshops.

   Wednesday mornings 9 - 12.

   Salazar Hall C242.

   Dates:

I	January 17
II	January 24*
III	February 7
IV	February 14
V	February 21

   *Please note that there is an extra week between Workshops II & III.

   The workshops will cover the elements of career choice, researching work, learning through the internships, etc.

   Outside guest speakers are scheduled to present information on special topics dealing with employment and disability.

   If you are unable to attend the workshops, there is an alternative program of outside readings and homework assignments. All students will compile a notebook of their workshop assignments. These are arranged individually with Bran Callet.

3. Papers

   The course requires two short papers. The first, a 2 page paper on the objectives and structure of the internship is due February 7. The final, a 3 - 5 page paper on your

internship experience is due March 14, 1979. Complete outlines of the content requirements of the papers will be presented in the workshops. The papers are not of a research nature. They will be factual presentations of your internship plans and activities to document your on-the-job learning experiences. There will be no final.

Credit/Non-Credit

The course is offered on a credit/non-credit basis. Credit will be awarded upon completion of the three course requirements.

Evaluation

Because we are sponsored by federal funds, we are required to measure and document all activities very thoroughly. If the program proves successful and valuable, it may be refunded for next year. We appreciate your cooperation in our evaluation.

HOMEWORK

The Experiential Learning Exercise is due at our next meeting, Wednesday, February 7.

Please give some thought to it and turn in a legible, but not necessarily typed, copy.

EXPERENTIAL LEARNING
EXERCISE

This is an exercise in planning and setting goals for the internship. It is to get you thinking about what might be possible from your internship. You may not want or be able to set or meet the goals you will suggest in this exercise. Some goals will be more realistic than others.

You will do the exercise twice: once for the placement which you already have or expect to have this quarter, and once for another possible placement you might want in the future.

For each placement list at least five learning goals. Then for each goal list two or more activities which would allow you to meet that goal.

SAMPLE

EXPERIENTIAL LEARNING
EXERCISE

NAME Bran

Career field to be explored Veterinary science

Description of the placement: At the San Diego zoo, to work in the veterinary center.

Goals	Activities
1. To find out if I could bear to be around sick animals.	1. Spend time caring for sick animals. 2. Talk to the vet and other staff people about how they feel.
2. To find out if I could hold up physically doing a vet's work, stamina, physical strength.	1. Spend 6 hours a day, 2 days a week on the job and see how it feels. 2. Observe and ask about heavy physical labor, how much is involved.

Goals	Activities
3. To learn to give shots and innoculations to large animals.	1. Watch and assist the vet doing this. 2. Hopefully, be allowed to give shots to some animals.
4. To learn pay available to beginning vets.	1. Find out starting salaries at the zoo. 2. Look for salary information elsewhere (research). 3. Talk to vets
5. To find out how much chemistry, physics, and math is <u>really</u> involved in doing the work.	1. Observe vets daily routines. 2. Interview vets about their activities.

EXPERIENTIAL LEARNING
EXERCISE

NAME _____

Career field
to be explored _____

_____

Description of
the placement: _____

_____

_____

_____

_____

Goals	Activities

Goals	Activities

EXPERIENTIAL LEARNING
EXERCISE

NAME _____

Career field
to be explored _____

_____

Description of
the placement: _____

_____

_____

_____

_____

Goals	Activities

Goals	Activities

"As a Person with a Disability, I Can't ...."*

Purpose: to stimulate your thinking about what is possible for a person with a disability to do.

We often learn to behave according to what others expect of us. As time passes, these patterns become fixed, and we feel that we cannot change. Many times, the attitudes that shape the behavior of persons with disabilities are ones of benign overprotection - possibly the hardest to break free of.

Discussion: Can you think of a situation or event, especially a career-related event, in which you could not participate because you had a disability or in which you felt it was not appropriate or possible for you to act a certain way? What held you back?

Procedure: 1. The group divides into pairs and each person, in turn, completes the following phrase to his or her partner -

"As a person with a disability, I can't _____."

The partner listens and summarizes what the other has said to show that it was heard, before replying with his or her own sentence.

2. Each pair then completes the phrase below and follows the same procedure:

"As a person with a disability, I don't choose to _____."

3. Using the same procedure, the pair completes the final phrase.

"As a person with a disability, I may be able to _____."

Discussion: As a group, share what each person felt they could and could not do. Did changing the sentence change the feeling about the difficulty of doing whatever it was? How has your view of society's expectations limited your activities?

*Adapted from Womanpower, by Laura G. Manis.

General Abilities and skills gathered from Job Orders placed in the Career Development and Placement Center.
by Carol Copp.

- Ability to investigate and solve problems effectively.
- Ability to communicate.
- Ability to establish rapport and gain confidence of others.
- Ability to fit into an organization and assume responsibility.
- Establish and maintain effective working relations with other employees and the public.
- Ability to work independently.
- Knowledge of general office procedures.
- Ability to work under pressure.
- Outstanding interpersonal relations, able to deal with tasks having multiple details.
- Ability to compile and organize information for special studies.
- Knowledge of designing and applying research related to the needs of an organization.

ASSESS YOURSELF

AN EXERCISE IN PERCEIVING YOURSELF CLEARLY

How you see yourself and how you believe others see you can greatly affect your own vision of personal worth and achievement.

Rate yourself: E (Excellent) G (Good) A (Average) W (Weak).

Then rate yourself as you think others see you. If you are not working, you might rate yourself as you think a former boss sees you, or ask someone you know to actually rate you as he or she sees you.

	How I see ME	How I think BOSS sees me	How I think a close friend sees me
IMPACT (Ability to create a good first impression)			
ENERGY (Ability to maintain brisk, continuous activity)			
ORAL EFFECTIVENESS (Ability to make persuasive, clear presentation of ideas or facts)			
CEPTION (Ability to detect essentials from confused human situation or voluminous written data)			
WRITTEN COMMUNICATION SKILL (Ability to express ideas clearly, effectively)			
WRITTEN COMPREHENSION (Ability to read and comprehend and evaluate printed material)			
CREATIVITY (Ability to come up with imaginative solutions and new ideas or approaches)			
WORK STANDARDS (Basic desire to do a top-notch job)			
DETAIL WORK (Ability to work accurately and precisely, keeping track of details when necessary)			
LISTENING SKILL (Ability to give others the floor and pick out essentials from oral communication)			
SENSITIVITY (Ability to recognize sensitive areas of others and respond to their needs)			
XIBILITY (Ability to modify behavioral style and management approach to reach a goal)			

	How I see ME	How I think BOSS sees me	How I think a close friend sees me
IDENTIFYING PROBLEMS (Ability to identify problem areas and analyze the difficulties)			
LEADERSHIP (Ability to attract a following and bring together a group to accomplish a task)			
SALESMANSHIP (Ability to organize and present material in a persuasive manner to fit the group at hand)			
COOPERATION (Ability to work well as part of a team)			
JUDGMENT (Ability to reach logical conclusions)			
RISKTAKING (Ability to take chances without undue fear or guilt)			
INDEPENDENCE (Ability to act on own convictions instead of acting to please others)			
PLANNING AND ORGANIZATION (Ability to think and plan ahead)			
FOLLOWING INSTRUCTIONS (Ability to understand and follow instructions)			
USE OF DELEGATION (Ability to effectively use subordinates)			
MANAGEMENT CONTROL (Ability to take responsibility for control)			
STRESS TOLERANCE (Ability to work under stress, both personal and time)			
TIME MANAGEMENT (Ability to establish priorities and to allot adequate time to various tasks)			
RESILIENCE (Ability to bounce back after disappointment)			
INITIATIVE (Ability to begin a new activity or course of action on your own)			
PERSEVERANCE (Ability to continue and/or return to a task & see it through to completion)			

Now go back and select the 10 characteristics that both you and others see as your best (those marked E or G in 2 or more columns). Once you have selected these 10, go back and weigh or select the 5 out of these 10 that you feel are your strongest traits.

TEN STRONGEST CHARACTERISTICS	FIVE I FEEL ARE STRONGEST
1. _____	
2. _____	1. _____
3. _____	
4. _____	2. _____
5. _____	3. _____
6. _____	
7. _____	4. _____
8. _____	5. _____
9. _____	
10. _____	

You may have other traits, not listed here, that you feel are pertinent; if so, please list them below:

1. _____
2. _____
3. _____
4. _____
5. _____

COURSE PAPER

The course paper, which is due March 14, 1979, is to describe and assess your internship experience. The following outline can be used as a guideline. If there are any aspects of your situation or on-the-job learning experiences which you have had which do not fit into this outline, please include them.

I. General information.

A. What is the name of the company?

B. Where is it located?

C. What do they do?

D. What department are you assigned to?

E. How does your department fit into the company? What is its function?

F. What is the "hierarchy" of command in the department or company? Who has power because of his title? Who runs things? Same person or different?

II. Work assignments.

A. What career area are you exploring?

B. What are your work assignments?

C. What is your work schedule?

D. Do you have one project or area for which you are responsible?

E. Are you doing any interviewing or shadowing of professionals as part of your internship? If so, describe the situation.

III. People in the internship.

A. Who is your supervisor, name and title?

B. Who else do you work with?

C. Do you work closely with others or more independently?

D. How do you get along with the supervisor and other employees?

E. How do you <u>think</u> they feel about you?

IV. Strengths and barriers.

A. Was the internship successful or not? What are the positive aspects? What are the negative aspects? Could it have been made more successful? If so, how?

B. What specific difficulties have you encountered? Explain.

C. How could difficulties have been minimized?

D. What have you learned?

E. Did the internship meet your expectations and needs? How?

WORKSHOP ALTERNATIVES

Week I (Jan. 17)	1.	Three Boxes of Life. Chapter 1 pp 5 - 28.
	2.	Career & Life Planning Guide. Chapter 2 pp 15 - 33.
Week II (Jan. 24)	1.	What Color is Your Parachute? Chapter 5 pp 59 - 106.
Week III (Feb. 7)	1.	Three Boxes of Life. pp 137 - 186
	2.	Career & Life Planning Guide Chapter 4 pp 51 - 82.
Week IV (Feb. 14)	1.	Three Boxes of Life. pp 205 - 240.
	2.	Games Mother Never Taught You. Chapter 6 pp 143 - 173.
Week V (Feb. 21)	1.	Three Boxes of Life. pp 262 - 330
	2.	Games Mother Never Taught You Chapter 7 pp 174 - 205

These books are available in the Career Library of the Career Development and Placement Center, Bungalow C.

They are on limited loan and can be checked out for one hour only for use in the library.

Reference Books

What Color is Your Parachute?, R. Bolles. Ten Speed Press, 1975.

Go Hire Yourself An Employer, R. Irish. Anchor/Doubleday, 1973.

Moving Up, Eli Djeddah. Ten Speed Press, 1975.

Sweaty Palms: The Neglected Art of Being Interviewed, Anthony Medley. Lifetime Learning Publications, 1978.

Who's Hiring Who, Richard Lathrop. Ten Speed Press, 1977.

The Three Boxes of Life, Richard Bolles. Ten Speed Press, 1978.

Woman's Work Book, K. Abarbanel & G. Siegel. Praeger Publishers, 1975.

Games Mother Never Taught Me, B. L. Harragan, Warner Books, 1977.

The Art of Problem Solving, Robert Cankhuff. Human Resources Development Press, 1973.

Career and Life Planning Guide, J. W. Loughary & T. M. Ripley, Follett Publishing Co., 1976.

Effective Personal and Career Decision-Making, K. Bartsch, E. B. Yost, and K. W. Girrell. Westinghouse Learning Corp., 1976.

Career Development for the College Student, P. W. Dunphy, S. F. Austin, T. J. McEneaney.

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else, Campbell, David., Argus Communications, 1974.

Where Do I Go From Here With My Life?, Crystal, John and Richard Bolles, Seabury Press, 1974.

Career Satisfaction and Success, Bernard Haldane, AMACOM, 1974.

How to Make a Habit of Success, Warner Books, 1975.

Job Power Now, Acropolis Books, 1976.

Taking Charge of Your Life, Leland Rowe, Argus Communications, 1977.

28 Days to a Better Job, Tom Jackson, Hawthorne Books, 1977.

How to Get Control of Your Time & Your Life, A. Lakein, Signet, 1973.

Get the Best of Yourself, Katherine Nash, Grosset & Dunlap, 1976.

APPENDIX HH

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

CAREER DEVELOPMENT AND PLACEMENT CENTER (213) 224-3581

Physically Handicapped
Career Internship Program
Jose J. Gonzales, Project Director

Dear Student:

The Fall class on Career Decision-Making for the Physically Handicapped is well underway, and a number of people have already signed up for the Winter quarter. Some information on the course is enclosed.

I have taken a leave from the Directorship of Handicapped Students Services to head this project - one of only seven across the nation - and I am asking every handicapped student on campus to help.

To make the program a success, we need about two hours (or maybe a little less) of your time to complete a questionnaire, provide some background information, and find out how the program can benefit you.

By completing the tear-off on the back, you can have an appointment any time Monday through Friday from 8:00 a.m. to 5:00 p.m. until November 17th, or on Saturday, November 18th at 10:30.

If you need an evening appointment or want more information, please telephone us at 224-2896.

Thank you very much for your help.

Sincerely,

Jose Gonzales
Project Director

I will come to the Career Center (Bungalow C) to take the preliminary assessment on

Day _____ Date _____ Time _____

Name _____

Home Phone _____ Work Phone _____

Please return in the enclosed prepaid envelope.

- -

APPENDIX JJ

Career Decision-Making for Physically Handicapped

BRIDGE THE GAP BETWEEN COLLEGE AND THE WORLD OF WORK

NEW COURSE OFFERS:

- HANDS-ON EXPERIENCE: PART-TIME, NON-PAID PLACEMENT IN BUSINESS, INDUSTRY, OR PROFESSIONAL SETTING
- WORKSHOPS ON CAREERS AND CAREER CHOICE

COURSE NUMBER EDCE 101
3 UNITS, CREDIT/NON-CREDIT

AN EXPERIMENTAL COURSE
ONLY OFFERED FALL, 1978 AND WINTER, 1979

WINTER SCHEDULE: TWO CLASS SECTIONS
WEDNESDAY 9 - 12 THURSDAY 9 - 12
INTERNSHIPS BY ARRANGEMENT

A MODEL PROGRAM MADE POSSIBLE BY A GRANT FROM THE U.S. OFFICE OF EDUCATION, CAREER EDUCATION PROGRAM

INTERESTED? CALL 224-2896 OR COME TO BUNGALOW C
PHYSICALLY HANDICAPPED CAREER INTERNSHIP PROGRAM

APPENDIX KK

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

CAREER DEVELOPMENT AND PLACEMENT CENTER (213) 224-3561

Dear Colleague:

The Career Center at Cal State University, Los Angeles, has recently completed the experimental phase of a career education demonstration project, funded by the Office of Career Education, for disabled university students.

The project has been highly successful in providing work experience on a professional level and in developing and focusing career goals. It addresses a need which is common to disabled students everywhere and utilizes techniques that can be adopted by colleges, universities, and programs for the disabled throughout the country.

We are sending you a brochure describing our project. If you would like further information, please feel free to write.

Sincerely,

Bran Callet

Bran Callet
Principal Investigator
PH Career Internship Program

BC:ch
Encl.

Barrier-Free Career Exploration

California State University, Los Angeles
Project supported by a Grant from the
U.S. Office of Career Education, H.E.W.
June, 1978 through June, 1979.

Text and photographs by Bran Callet.

OVERVIEW

California State University, Los Angeles was funded by the U.S. Office of Career Education to create a highly innovative demonstration project in career education for students with disabilities.

Our program placed physically handicapped students in various business and professional settings for a brief "hands-on" career experience. The goals were to broaden the students' view of the work world and allow employers to take a realistic look at how a person with a disability functions within their organizations.

The project was prompted by our concern for discovering effective techniques and methods in career education for college students with disabilities. In terms of career choice, there have tended to be limitations among the disabled. These limitations have been both self-imposed and externally imposed. The thrust of this program was to help eradicate limitations and aid students in developing a positive self-perception of their real career capabilities.

Jose Gonzales, Project Director

WORKING TOGETHER

The project has been a collaborative effort. It evolved out of shared concerns of the Career Development and Placement Center and the Handicapped Student Services Center. The Department of Counselor Education enabled the program to be offered for academic credit. Once underway, it demanded the cooperation of business, industry and individual professionals to succeed. The melding of expertise and different perspectives has been one of the principal strengths of the project.

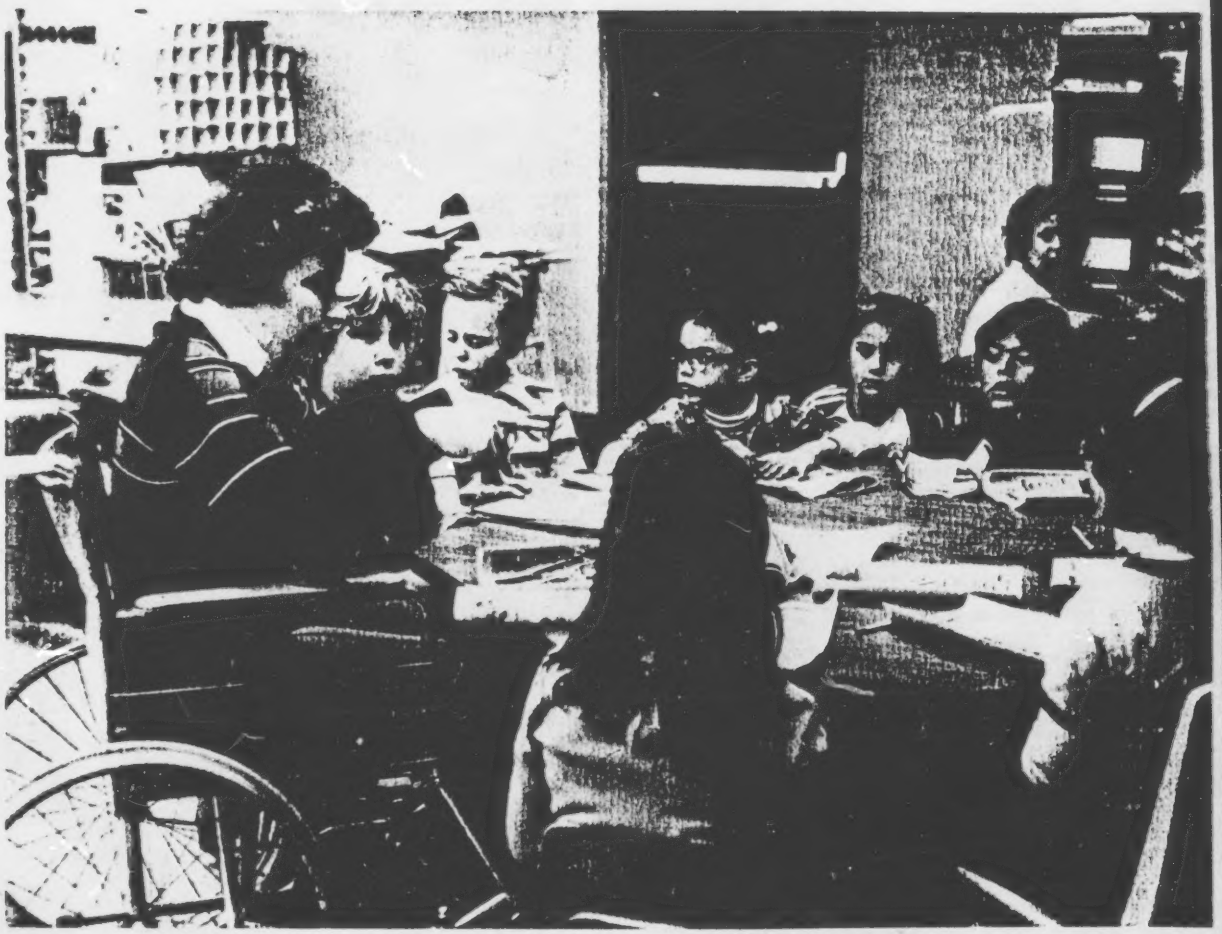
Vince Pinto, a student investigating professional proposal writing.

THE EXPERIENCE

The most significant aspect of the project was the "hands-on" participatory nature of the experience. As far as possible, students were put into situations where they could *do* the work that interested them. This experiential reality-testing goes beyond academic training to provide a totally new dimension of understanding about a given career field.

The opportunity to do this early in their college education gives students better information on which to base both their academic and career planning.

The project was highly supportive and short-term. Students could explore a career area without any major commitments. This enabled them to try out unconventional choices, such as the blind student who wanted to know about the field of corrections. It encouraged them to raise their aspirations, as did the young man who wishes to be a television sports commentator. He interviewed and shadowed a Los Angeles network commentator. Now he has some concrete, long-range plans to help him realize his goal.



Margie Whittingham working with a group of students at a public elementary school.

The on-site work experience had two spinoffs. It helped the students understand and improve the relevancy of their course work to their chosen careers. More importantly, functioning in a job or viewing a job closely enough to imagine themselves in it increased students' self esteem and confidence in their ability to perform that job after graduation.

One young woman, a deaf student considering a career as a dietitian, is more motivated to succeed in her chemistry and science courses. She knows how these courses will apply to the work she wants to do. She is confident now that she can become a dietitian.

Guadalupe Gonzales observes food preparation at a major hospital.

THE EMPLOYERS

From its inception, the project has been envisioned as a two-way street. It was hoped that the experience would be valuable to employers as well as students.

One goal has been to help employers learn how disabled individuals could fit into their organizations: what adaptations might be necessary and what contributions those employees could make.

An important benefit has been to dispel preconceptions and misconceptions about the disabled as employees. As one employer said, "I was very much surprised when the student told me after several weeks just what the extent of her disability was and the physical problems she was having. I have a lot of respect for her because she doesn't have a 'poor me' attitude."

In general, it was hoped that both employers and co-workers would increase their awareness of the disabled person as a functioning member of society. This consciousness raising experience was a very significant aspect of the program. One participating business person summed it up when he said, "I went home and tried to think, 'What if I were in a wheelchair and tried to do the same job I do now?' It blew my mind."

THE PROGRAM

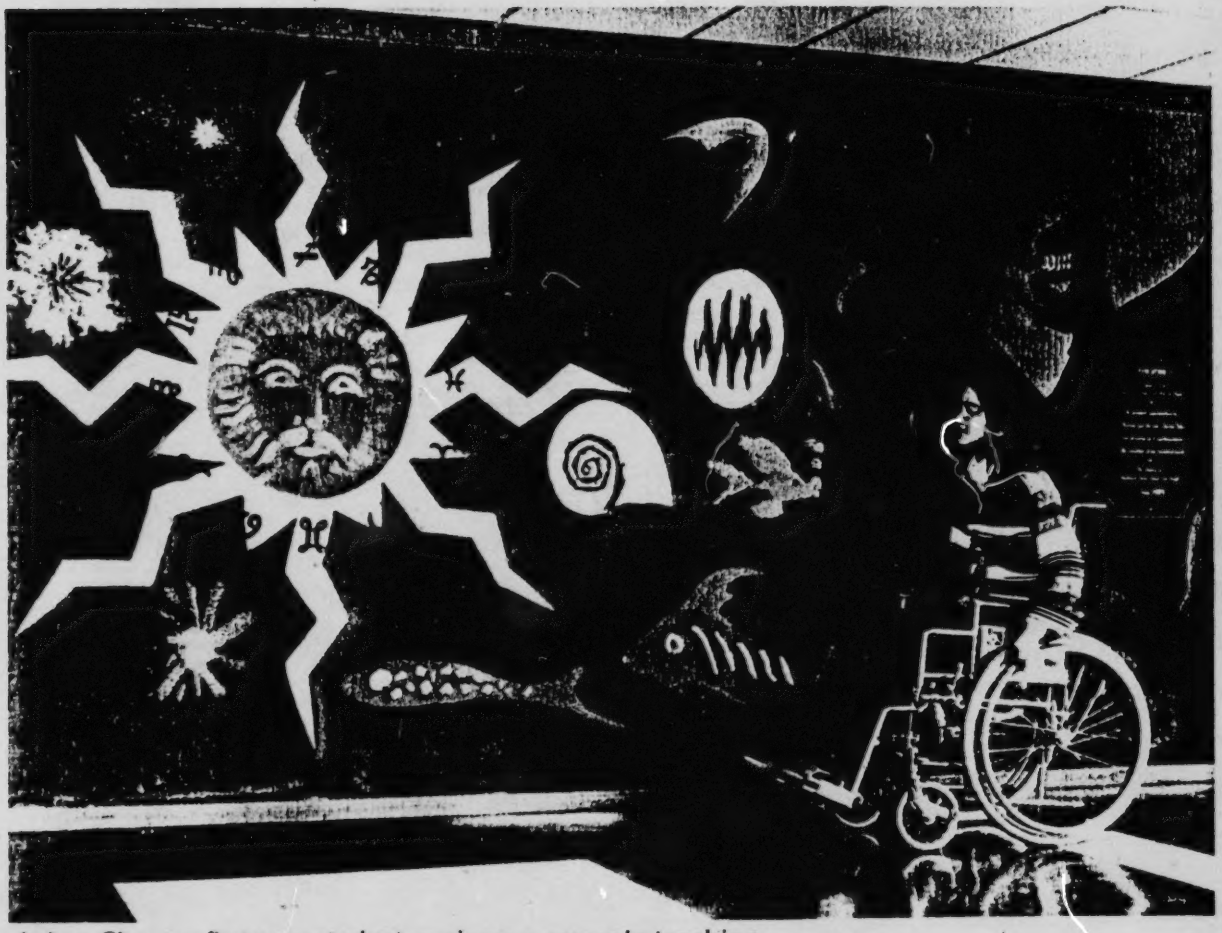
The program was centered around a four week part-time placement in business or industry. A series of workshops and written exercises helped students understand the principles of experiential learning and apply them in their placements. Students set learning goals and specified work activities to meet these goals. General principles and techniques of career choice were presented. Students were encouraged to integrate their academic and career planning into broader life planning strategies.

Individual counseling was provided by peer counselors and the program staff. The staff kept close communication with the on-site work supervisor to iron out problems and insure the success of the placement.

THE OUTCOMES

At this point, the program has been highly successful with the students who have participated. This, however, is just a beginning. It is hoped that other colleges and universities will adopt and adapt elements of this program to their needs, elements such as the "hands-on" exploratory internships, through which students can learn directly about careers. If a full semester or quarter long course is impractical, existing courses could experiment with a "day-on-the-job" or an interview of a professional in the field to provide exposure to the careers possible in that discipline. A resource bank of cooperating alumni could be developed to participate in the program. A career counselor could work with the Handicapped Student Services Center to provide early career counseling to students with disabilities.

Businesses wishing to recruit the disabled could work with local colleges to provide work internships which will ease the transition from college to career. Any of the approaches which involve greater integration between the academic training and the actual work environment could benefit students with disabilities. The future, we hope, will see many more such approaches implemented on campuses nationwide.



JoAnn Chow, a first year student, explores a career in teaching.

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national orgin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S Department of Health, Education, and Welfare, must be operated in compliance with these laws.

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APPENDIX LL

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5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

CAREER DEVELOPMENT AND PLACEMENT CENTER (213) 224-3581

The Physically Handicapped Career Internship Program

April 15, 1980

Dear Colleague:

We at California State University, Los Angles are pleased to send you information on the Physically Handicapped Career Internship Program, an innovative career education demonstration project for disabled university students which was funded by the U.S. Office of Career Education. The enclosed Final Project Packet was designed to provide complete information on the development and implementation of our program.

We were very disappointed that changes in the funding structure prevented us from continuing this program. This disappointment is both because of the intrinsic value of the project to our disabled students and because it would have been keenly satisfying to build on our first year's experience. Our next hope is that other schools and organizations will be able to draw from our experience and learn from our successes and failures in developing their own programs.

We are highly committed to the opening of academic and career opportunities to all who seek them. We are available to assist anyone seeking to establish programs which address the issues of barrier-free employment and education. Please feel free to contact us if you have any further questions.

Sincerely,

Jose J. Gonzales, Jr.

Bran Callet

Bran Callet
Co-Principal Investigator

The Physically Handicapped Career Internship Program

FINAL PROJECT PACKET

The Physically Handicapped Career Internship Program

FINAL PROJECT PACKET

The Physically Handicapped Career Internship Program 1978-1979 was funded by the Career Education Program, U.S. Department of Health, Education and Welfare, Education Division.

Physically Handicapped Career Internship Program
Career Development and Placement Center
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5151 State University Drive
Los Angeles, California 90032

THE PHYSICALLY HANDICAPPED CAREER INTERNSHIP PROGRAM:

A project to demonstrate the most effective methods and techniques in career education, and create an innovative model for barrier-free career exploration for disabled students at the university level.

Bran Callet
Co-Principal Investigator
Physically Handicapped Career
Internship Program

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FOREWARD

California State University, Los Angeles was funded for 1978-1979 by the U.S. Office of Career Education to develop a demonstration project in career education for disabled students. The purpose of the Final Project Packet of the project, the Physically Handicapped Career Internship Program, is to provide information about it to other institutions and educators, particularly those who may be involved with planning similar programs.

We have attempted to give a clear picture of the program from inception to completion, as well as a fair evaluation of the strong points and pitfalls as experienced by the program staff and participants. We hope this document will be of interest and value to you.

The Physically Handicapped Career Internship Program was designed to meet certain career education needs existing in the disabled student population. Basically, these are the need for reality testing opportunities to determine personal interests and aptitudes for various careers; the need for information on careers: the work involved, training requirements, and career ladders and families; and the self-confidence to go after a job once it is identified. While these needs are not exclusive to the disabled, they do seem to be more locked-in and magnified with this group than with the student population in general.

The program designed and implemented at California State University, Los Angeles was structured around a brief part-time work exploration placement which gave students a hands-on career experience. The internship was supported by workshops and counseling and integrated with the students academic work.

In planning the program, thorough consideration was given to the needs and backgrounds of the disabled student population and the options available to them upon graduation. In the area of career choice and training a variety of psychological and social conditioning factors influence both the disabled persons and those who interact with them.

The net effect of these factors in the employment sphere is to limit, for both employers and the disabled, perceived and actual career options.

A college education has potentially just the opposite effect for disabled persons; perceived career options can broaden, and individuals can envision themselves functioning in a variety of fields. In fact, it is generally believed that a college experience creates or reinforces higher level career expectations with the result that students see themselves occupying professional and upper-level career positions as opposed to vocational, clerical and manual labor positions.

These potential effects of the college experience, however, do not have their full impact on the disabled students. Years of conditioning have built up barriers in the disabled students' thinking that are not easily penetrated. There are also barriers in the thinking of parents, advisors, teachers, counselors, fellow students and potential employers which reinforce the disabled person's self-imposed limitations. These prejudices in thought and attitude are daily transformed into actions which prevent the disabled from moving beyond the narrowly circumscribed career choices which are considered acceptable for them.

Both employers and schools are under federal mandate to provide equal opportunities for the disabled in education and employment. Many make sincere efforts to do so; old ingrained thoughts and practices, however, die slowly. All too frequently the disabled, like children, are victims of benign discrimination. This arises from attitudes and actions which seek to help and protect the disabled, but which have the effect of holding them back and preventing their full participation in society.

The Physically Handicapped Career Internship Program met these needs by providing a hands-on career exploration experience in which students could test themselves in a real work environment. The program was oriented towards teaching about careers, acquainting students with career options of potential interest to them and with the techniques and steps of making a satisfying career choice.

The work experience provided was significantly different from a full internship in the conventional definition of the term. Students often had little or no training in the area of their interest, their work was unpaid and their involvement of an exploratory nature.

Through the workshops and counseling, students were encouraged to look at careers which might be considered atypical for a disabled person and to learn about areas which were new and unfamiliar to them. Our objective was to push out the boundaries of their thinking, make them stretch a bit and hopefully to nourish some genuine growth in the realm of career choice.

The Physically Handicapped Career Internship Program was run in two successive academic quarters at California State University, Los Angeles with two separate groups of students. Hence, the program which is presented here represents the original ideas and plans distilled through experience into what seem to be the most productive and workable procedures.

The program had three components. The first was the internship itself. The internships consisted of on-site placements in business, industry, government, service organizations and with independent professionals. Placements emphasized an actual work experience in which the student could explore the career potential first hand as well as observe and ask questions. Students were encouraged to interview co-workers and supervisors to maximize their understanding of the business and careers within it.

The second component was a series of workshops in which students learned about the elements of career choice, career decision-making and experiential, on-the-job career exploration. The workshops prepared them to analyze and learn from their career internships and additionally to understand the elements of career choice and career decision-making in general.

The last component was individual counseling which was provided by project staff and peer counselors. The counseling aspect enabled the program to be more responsive to the individual variability of the participants and to support and reinforce the new steps being taken by them in the internship experience.

The Internship

The initial step in establishing the internship was contacting and involving students in the program. Several factors influenced the degree of time and effort necessary for this step. One factor was the strength of existing relations, that is, how well students were known to the office implementing the program and what records were available for project staff to use. The incentives offered by the program, such as academic credit and/or pay also influenced how students reacted initially.

The reputation of the program affects enrollment, that is who heads it up and the sponsorship it enjoys on campus. A well run program will attract a larger number of participants the longer it exists, and this is especially true of an experimental program which follows no previous patterns. It takes time for the requirements and benefits to be understood and to become familiar on campus. Much of the effort of the first year of the Physically Handicapped Career Internship Program went into educating students, faculty and employers to some unique concepts and career education strategies.

Project staff worked from a list of approximately 300 students who had used the Handicapped Student Service Center services during the previous three quarters. They attempted to phone each student to discuss the program and they mailed each a flyer about the program. To contact new students and those not on the list, an outreach team of one student and one staff member engaged students at the Handicapped Student Service Center, library, walkway and cafeteria and informed them of the program. Project staff spoke to faculty and other University personnel to acquaint them with the program and solicit their referrals. Since the program was housed in the Career Development and Placement Center, we hosted

several meetings with the staff of the Handicapped Student Service Center to keep them informed on the program and insure their information to students was accurate.

When students expressed interest in the program, they were interviewed to collect base line data, both for measurement of program impact and assessment of student career needs in relation to possible placements.

Simultaneously, staff developed a plan for informing and involving local employers in the program. Numerous resources and contacts were available through the Career Development and Placement Center. A short brochure on the program was developed and mailed to employers. The purpose was twofold: first to develop leads for specific internship placements and second to educate employers to the needs and potential contributions of the disabled student population. Several mailings were sent out aimed at a cross section of types of business and industries and local offices of most major corporations. Some of these contacts resulted in placements; more often, when it came time to solidify each placement, we worked on a one-to-one basis, selecting and approaching a specific employer for a specific student.

By working with employers and disabled students simultaneously, we were able to achieve an interactional effect in the matching process. We had a variety of career field placements available to offer students as possible areas to explore, areas which they might not otherwise consider; while at the same time, we had the capacity to develop placements in any particular field requested by a student.

The employers we worked with were exceptionally concerned and generous in the support they gave our program; indeed, the program would not have been possible without them. We attempted to build into the program many benefits to the employers in return.

The most concrete and obvious benefit was the work which was accomplished by the student interns during their stay with the companies. Some students did not actively work, either because they were not advanced enough or because of the special requirements of the work. These, however, were the exception and not the rule. Most students shared in the regular ongoing work flow; some worked on special or backlogged projects. Employers were pleased with the level and quality of their contributions.

The project gave each business an opportunity to review its work site and employment possibilities in the light of Affirmative Action requirements for hiring the handicapped. In some cases, companies received advice and guidance in preparing to meet those requirements, as stated in the 1973 Rehabilitation Act under sections 503 and 504, which deal with federal contract awards and making "reasonable accomodations" for the disabled. The Project Director, Jose J. Gonzales, Jr., who is extremely knowledgeable about affirmative action planning and employment of the disabled was available to consult with companies and discuss their individual situations.

It gave employers a chance to assess other factors critical to the integration of a disabled person into their work force. Factors such as the psychological impact of the disabled person's presence and the responses of peers and supervisors. These factors are crucial to determining the need for planning of human relations training and other support mechanisms.

As a public relations tool, participation in a highly visible public service project such as this one can be very valuable to companies. They should be credited with their contributions in all phases of dissemination and project publicity. In the Physically Handicapped Career Internship

Program many groups, such as the Mayor's Committee on the Employment of the Handicapped and the Los Angeles Chamber of Commerce, were informed of the project and the organizations and businesses which participated. The presentation of a certificate or plaque to participating organizations at the conclusion of the program is an excellent expression of appreciation. These benefits should be stressed to the companies in the recruiting process.

Our program was quite successful in recruiting organizations to participate. In fact, we had more companies interested in being involved than we had interns to place in them. One group of companies we drew from was the larger corporations with progressive hiring practices and aggressive affirmative action programs. In these companies there was often the added value of positive role models for the interns. Another group was the smaller organizations and individual professionals who had little organizational structure to cut through in making the decision to participate. We actually met with quite a number of organizations who varied on the dimensions of size, function, level of interest, attitudes towards hiring the disabled and other factors. These meetings were informative on both sides.

The individual internships of each student lasted four weeks, with the students spending approximately sixteen hours per week on the job. Feedback from students and employers indicated that for most of them, this schedule was too intense and brief; a longer program of six to ten weeks of work activity would have been preferable. Four weeks did not allow time for the students to internalize and integrate their experience--for problems to arise and work themselves out. Optimally, the program should be structured with enough flexibility in scheduling and time requirements so that individual needs and preferences of both students and employers can be met.

Once a student's career interests were matched with a participating business, our internship developer and the company representative met and worked out the specifics of the placement. Possibly the most crucial factor to the success of each internship was thorough planning. The internships had to be set up so that every foreseeable detail was specified. The program was so new and unique there was a danger that employers would accept students and then, due to lack of understanding, fail to provide the learning experience we had anticipated.

The second most critical factor was to assure the cooperation and involvement of everyone necessary at all levels of the corporate structure from the top management to the line supervisor who worked directly with the student. How many and who these people were varied from situation to situation.

One staff member, the internship developer, worked closely with each participating company to finalize the placement. Each company designated a specific person to interface with the project. The internship developer and company representative worked together to set up the placement based on the student's career interests, specific disability, energy level, class schedule, travel arrangements and specific learning goals.

Generally, the goals of the internship were as follows:

1. to participate in a set number of hours in on-site work activity;
2. to spend a set number of hours in on-site observation of one professional during his or her daily work;
3. to systematically observe and research at least three different career paths within one functional area, for example, Marketing--i.e., to identify the essential

abilities, work experience and academic backgrounds required for each career path, the potential for future growth of each and the degree to which each matches the student's own career preferences;

4. to construct an organizational chart of the company and the specific functional area (e.g. Marketing).

Each individual placement was finalized by a written contract which specified:

1. the student's learning objectives,
2. the on-site activities for meeting these objectives,
3. the student's work schedule,
4. the student's work responsibilities,
5. the student's immediate supervisor and lines of reporting,
6. a monitoring plan including specific checkpoints for the items listed above.

This contractual format insured that specific learning opportunities were provided and achieved, and that all parties understood their obligations. We found here, as in so many areas, that the success of the placement was highly dependent on the quality and quantity of communication.

The peer counselors were involved in the week to week monitoring of the internships as a way of spotting and handling problems early in the assignment. Progress was discussed with students at least once a week. At the completion of the placement, each student was responsible for a five-page paper on his or her individual placement experience.

The student participants were defined by several variables: sex, type of handicap, onset of disability, age, ethnic background and life situation. There were 11 females and 10 males, with ages ranging from 19 to late 50's. Student participants had very different types of physical disabilities, from invisible ones such as diabetes and hearing impairment to highly visible ones such as cerebral palsy and multiple sclerosis requiring the use of a wheelchair. Some were in a physically stable condition, others were deteriorating. Several students had been disabled from birth or early childhood, and several were injured as teenagers. Others had been physically impaired late in life by accidents or diseases. They were a very heterogeneous group with widely divergent capabilities and needs.

Placements were as follows: in the business area there was a student placed with a major life insurance firm doing work related to underwriting. There were several students with accounting majors; they were placed with a bank and a public utilities company. Several CPA firms were approached, but declined to participate. A student interested in management was placed with a large retail chain store.

The majority of student participants were majoring in the social sciences and wanted counseling or education placements. Several students were placed in public schools, some in the classroom assisting teachers and others assisting with educational and vocational counseling. One student was interested in a career relating to women's concerns and she explored several possible areas through interviews and shadowing. One student was placed in a county facility for abused and neglected children; another in a home for emotionally disturbed youngsters; a third at a youth corrections agency.

We had a scattering of students with very diversified interests: a young man who wanted to work as a dog trainer, a young woman checking the field of private investigation and a student who wished to write proposals and organize projects for the disabled.

There was one student who obtained a placement with a public relations firm. There were two who investigated the television field: one shadowing a sportscaster and the other working with a production company.

One student was placed at a local health clinic to learn about becoming a lab technician. Another aspired to be a dietician and did her placement at a large hospital. There was one student interested in the law who was placed with a legal aide office.

Locating these diverse and varied placements and making all the internship arrangements took persistance and creativity on the part of the internship developer.

The Workshops

The workshops were developed to meet two primary needs. First, to provide group career guidance, exploration and specific career information through lectures, exercises and written materials; and second, to provide a peer support group in which students could discuss and reflect on their internships.

The workshops met once a week for three hours over a period of five weeks. This provided time for a fairly thorough covering of the topic areas. As with the internships, however,

it could have been better covered and more thoroughly assimilated by students if it had been extended over the ten weeks of the quarter. The contents of the workshops are outlined below.

I. Career Alternatives

1. Overview of the program and workshop content.
2. Focusing on career goals.
   A. Assessing yourself.
   B. Looking at the work world outside yourself and assessing how you would like to fit into it. What are the possibilities?
   C. Looking at the things you enjoy doing right now.
3. Exercise: "Things I Enjoy Doing."
4. Group discussion of the career possibilities and barriers which each person has generated as part of the exercise.
5. Discussion of Careers.
   A. Why some careers are considered traditional for persons with disabilities.
   B. Safety versus risk factor in career choice. Taking a job that is a challenge and has upward mobility or one that is secure, less demanding

but without much advancement potential. Examining the advantages and disadvantages in relation to the desired outcomes.

C. Knowledge of personal values and priorities as an element in career choice.

Learner objectives: to understand relationships between self and work. To broaden perceived career options.

II. Elements of Experiential Career Learning.

1. Looking outside yourself at the world of work. What do you need to know about a company or career function to know if it is right for you?
2. Sources of career information.
   A. Indirect or secondary sources - written materials.
   B. Direct or primary sources - on the job experience.
3. What can be learned from the internship? (Brainstorming session).
4. Specific learning techniques to be applied in the internship.
   A. Analyzing the components of the job.
   B. Interviewing persons on a job to learn about the job.
   C. How to understand a job in the context of the organization, "families" of jobs (those with similar

functions, or requiring similar skills) and career ladders (job progressions).

5. Discussion of the two areas on-the-job learning can cover:
   A. Direct job information such as what an accountant does.
   B. General work information such as work habits, establishing clear communication with supervisors, the work style demanded, the type of work environment, etc.

Learner objectives: to be able to list and discuss ten types of on-the-job learning about careers which would be appropriate for the internship.

III. The Internship Experience.

1. Individual reports on the internship placement from each student. Information to be included:
   A. Name of the company.
   B. Location.
   C. Function/type of business.
   D. Department and function of your assignment.
   E. How your department fits into the company.
   F. "Hierarchy" of command in the department or company. Who has power because of his or her

title? Who runs things? Same person or different? Observing the nuances of the corporate structure.

2. Further information on each placement presented to the group by each student.
   A. Who do you work with and how do you relate to them?
   B. How does your disability affect your work situation?
3. Strengths and barriers. Each student will evaluate the progress and value of the placement so far.
   A. What are the successes of the placement so far? What are the positive aspects? Could it be made more successful, if so, how?
   B. What specific difficulties have you encountered so far? Explain.
   C. How might difficulties have been minimized, handled more effectively or prevented?
   D. What have you learned?
4. Group discussion based on individual reports of personal experiences (following each individual report). Discussion guidelines.
   A. Identify similarities between individuals.
   B. How did problems arise?
   C. What methods could be used to cope with or solve existing problems?

Option: if it seemed appropriate, judging by the level of the group discussion, we introduced role-playing and discussion of ways to handle discriminatory questions or situations at work relating to disabilities.

Learner objectives: students will fill out a section in their notebooks analyzing and evaluating their placements.

IV. Elements of Career Planning.

1. Steps to developing active self-responsibility in career choice and management.
2. Other elements of self-knowledge necessary besides what you enjoy. Brainstorm.
3. Avenues to gain this information: self-help books, self-analysis, testing, counseling and others.
4. A "cause and effect" simulation game. An exercise in seeing yourself not as the effect of conditions and events, but as the cause of conditions and events, the "as a person with a disability I can't/don't choose to/may be able to..." exercise.
5. Group discussion of how society and other people's opinions have shaped your expectations of yourself. Have these expectations limited or expanded your activities and options?

Learner objectives: students will be able to name and describe seven variables of the individual which relate to career choice.

V. Careers and Academics.

1. How various academic disciplines relate to careers. For example, how do you know what to study to be a pyrotechnician or a theatre manager?
2. Conversely, how do you learn what careers are available for a person with a specific major?
3. Second level uses of the internship experience, such as presenting work experience in resumes and interviews, career networking, personal contacts with others in the field.
4. Disabled employment and the law. What is the current status, how does it relate to you personally?
5. Wrap-up. How and where to continue career exploration.

Learner objectives: students will be able to choose three academic fields and describe five related career choices for which that academic background would be appropriate.

Since our emphasis was on career exploration, we did not go deeply into the areas of effective job search strategies, resume writing and interviewing techniques. These are areas

in which more focus might be appropriate, depending on the level of knowledge and sophistication of the group, the total time allotted to the program and the program emphasis.

Students were responsible for keeping a notebook of weekly class assignments and exercises, as well as written reports on their internship activities. At the end of the program, students submitted a five page paper on the internship experience and an overview of their future career plans. The intent of the written work was to continually solidify and put into verbal terms the content of their experiential learning. The discipline of writing out the experience encouraged students to intellectually conceptualize, absorb and learn from the experience, rather than just move through it.

Our group was diverse in several dimensions: type of disability, major, academic level, prior work experience and others. In designing the workshops we included a variety of teaching modes to reach and involve each and every student on a level meaningful to him or her. Written and lecture materials were presented by the workshop leader and films and other audio-visual material were also used. For exercises and discussions, the group occasionally broke into smaller units. There was also considerable individual

follow-up to the group meetings. With a more homogeneous group, there would be less need for this much individual tailoring.

Each week we invited a successful disabled professional to speak to the group about his or her career path and occupational field. These people provided positive personal role models and were very motivating and encouraging to the students. The speakers were an especially popular and well received feature of the program.

One of our goals was to introduce students to a variety of new fields, not just overall but for each individual student. We had found that many times students choose their majors or careers in an information vacuum; that is, they may only be fully familiar with one or two options and have a nodding acquaintance with a few others. It was our intent to make each student, regardless of his or her area of interest and level of commitment to that area, aware of a number of other divergent career possibilities.

We were only partially successful in reaching this goal. Students, once committed to a major or career field, had very little interest in learning about any others. If, for example, a student had already chosen and set her mind on a career as

a vocational rehabilitation counselor, it was difficult to give her meaningful information on careers in business or the arts.

The speakers who came to the workshops were one way in which career information was provided on a variety of unrelated career areas. Field trips to large businesses or industries might be another method of introducing this type of information. Though our program did not use them, work site visits give students an opportunity to view a variety of work environments and get a very concrete feel for the demands and style of careers available within them.

Counseling

Individual counseling was provided to students by the project staff, the Career Center counseling staff and the student facilitators. Central to the student facilitators role was the responsibility for following up on the internship arrangements made by the internship developer. The student facilitators accompanied the interns initially and on an intermittent basis during their work placements to facilitate a successful experience and to monitor the progress of the internship. For the most part, the student facilitators who volunteered were majoring in the social sciences; about half of them were themselves disabled.

Prior to the start of the program, a group training session was held for the student facilitators. Group training was followed by individual sessions with project staff in which student facilitators became acquainted with the special backgrounds and needs of their interns. Student facilitators were each assigned to work with two or three interns and weekly staff meetings included the student facilitators.

The training was structured around the following areas.

1. Disabled/able-bodied communication: helping the facilitators identify and eliminate the "special filters" used in communicating with the disabled. Identifying ways the disabled students could express their needs in an effective manner.
2. The problem of distinguishing between facilitating and usurping the experience.
3. How the student facilitators could bring the knowledge of their academic disciplines creatively to their jobs as facilitators. Some of the disciplines which had relevance were: speech/communication; social sciences such as sociology, industrial psychology and vocational rehabilitation; business and engineering.

These disciplines contributed to a two-way flow in the program. Speech/communication majors, for example, brought their academic knowledge to bear on facilitating communication between the employer and the intern. They took back to their disciplines questions such as: how can the company help other employees accept and communicate with the disabled worker? An engineering student working with a severely orthopedically disabled student might become aware of the assistance devices necessary to enable him or her to do ordinary work tasks. What kinds of devices might be designed: a motor driven rolodex, a rotating desk?

4. How to monitor without being obtrusive. The student facilitator worked with the intern, internship developer and on-site supervisor to finalize the details of each participant's responsibilities. A standard monitoring chart was developed as part of the disabled student's internship contract. The facilitator reported regularly to the internship developer on the progress and substance of the experience. This procedure was an excellent method of guarding against lapses of responsibility on the employer's part and helping with any unforeseen difficulties.

The student facilitator's job was structured around the specific needs of the individual intern with whom he or she was working. There was wide variability in the individual needs of interns for structure, supervision and moral support. The student facilitator component built into the program the flexibility to respond to these needs. This supportive function was a significant factor in the very low drop-out rate we experienced.

In addition to the internship monitoring and counseling functions of the student facilitators, the staff provided individual career counseling and in-depth follow-up counseling to issues which surfaced in the workshops or in the internship. Strong bonds grew between the project staff and the student participants. Students turned to staff for help with a wide variety of problems: personal, academic, health, consumer, etc. It was deeply rewarding to have the time and resources to follow through on resolving some of these difficulties.

Planning Guides

Of the three components of the program, the internship was clearly the strongest, most critical segment of the program. One of its best features was the flexibility it

afforded students to participate at the level and intensity which was right for each one individually. The internship met different needs for different students depending on their level of career sophistication and goals--from a first time career exploration to a direct bridge from the University into the working world.

In implementing the program, there were three problem areas. The first was scheduling. Students had set class schedules and it was often difficult to fit work hours into them, especially in relation to travel time and distance of the work site from the campus. The second problem area, transportation, was tied into the first one. The program provided a driver and van to transport students to and from their work sites. This was a very necessary, but cumbersome element. It meant that in addition to scheduling work hours to fit the individual student's schedule, each student had to be scheduled in relation to other students needing transportation, so that the driver could pick up and drop off students without time and location conflicts.

The transportation problem was especially thorny here in the Los Angeles area due to the distances from the University to participating businesses and the lack of adequate

public transportation. Also, as ours is a commuter campus, students typically live some distance from the campus. In several cases, geographical location had to be a factor in placement decisions. In programs located in other communities, transportation and scheduling might not present the same difficulties.

The last key area was the question of insurance for the disabled students while they were at the work sites. This was one of the first issues employers raised in considering the program. At Cal State L. A., the students were insured by a general umbrella policy of the California State University, Los Angeles University Foundation which covered them at all times while they were participating in the program. While most employers accepted this coverage, some questioned its adequacy for their companies. In planning a similar program, the issue of insurance should be addressed and settled in the early stages of program development, both for the protection of the students and the satisfaction of the employers.

One area of program planning which requires careful attention is the area of incentives to student participants. Through the Department of Counselor Education, our program was offered as an elective course in career planning for

three units of academic credit. The students who participated were highly satisfied with the returns for their investment of time and energy. They learned a great deal and the program had significant impact on their thinking and career plans. In spite of these benefits, it was difficult to recruit students. There are many, many elements competing for students' time. There are the required courses in general education and the major and the coursework demands of the Department of Rehabilitation--when they are sponsoring education costs; for some students there is the need to earn money, the desire to complete school by a certain date and of course, the personal demands of the student's life. In the disabled population, the specific disability may place further energy or mobility limitations on the individual. In short, the program planner must carefully appraise, maximize and publicize what is being offered that will draw students into the program.

An optimal approach would be to have career planning courses as part of the required curriculum, but this takes institutional support, which at best takes time. Another good motivator would be pay for the time spent on the job. This might be worked out with employers for advanced students, thereby following a more conventional internship pattern.

If, however, the purpose is career exploration, pay is not really feasible. Whatever the structure of the program, take a long look at publicity and advertising, and particularly at providing the necessary lead time to recruit the students you want to serve.

Another area in which planning pays off is in providing a tight structure for the internship phase of the program. The employers and supervisors who work with the students will demonstrate a wide range of skills and involvement levels. Do not expect high-level functioning as teachers or counselors from them. Some will have those abilities and others will not. Both employers and students need to have clearly defined and specified the issues of work activities, work responsibilities, learning objectives, lines of reporting, etc. Structure and follow through are the best insurance of a smooth and successful internship.

Educational Significance

The learner objectives for the disabled students were based on very concrete increases in career knowledge. These concerned the students perceptions of the number of career options open to the disabled population in general, the number and variety of career options in which they personally

were interested and an understanding of the career relevancy of volunteer and work experience and academic course work.

The value of the program went well beyond these specified goals. Students learned the elements of career decision-making, expanded their knowledge of specific career fields, increased their self-knowledge and experimented with strategies of matching themselves with the world of work. They gained critical exposure to the world of work and tested themselves in that environment.

One of the major accomplishments was an attitudinal change in the direction of more positive self-images and increased self-confidence. Students expressed a deeper sense of purpose in their career plans. Hopefully, such increases in self-confidence will generalize further and result in changed perceptions of other aspects of the students' world as well as an openness to learning from future experiences.

In addition to these gains, there were several highly beneficial spin-off effects for other participants. The student facilitators took part in many of the same activities as the disabled students. The benefits to them were several. First, an indirect opportunity to learn about exploring careers and developing career knowledge; second, direct

human relations training in understanding and dealing with the needs of the disabled; and third, a chance to directly relate this volunteer experience to their academic disciplines.

The goal of active industry involvement was certainly achieved by our program. Essentially, we initiated a two-way communication process: determining how industry could contribute to the career education of the disabled student, and how the disabled student could contribute to the education and progress of industry. For some of our participating companies this was a first and very tentative experience with disabled workers in a professional setting. It was a successful and positive experience which perhaps dissipated old prejudices and stereotypes and certainly gave employers a realistic look at disabled people as potential employees. Even companies which chose not to participate were positively impacted by our mailings and discussions.

Dissemination

The project leaders have felt a strong sense of mission in disseminating the purposes and structure of the program and in advancing its principles. Brochures on the program were mailed out to over 3,000 universities, colleges, community colleges, major businesses, members of the Western

College Placement Association, organizations dealing with the concerns of the disabled community, career education leaders and others. Project staff personally visited over 40 local high schools, community colleges, colleges and universities to present and discuss the program. While funding is always a problem, the Physically Handicapped Career Internship Program is a highly transportable model which can be adapted or segmented to meet the objectives and resources of other groups.

A substantial portion of the program's strength came from creating it out of a merger of separate areas of expertise within the University. The Career Development and Placement Center, the Disabled Student Services Center and the Department of Counselor Education pooled their ideas and efforts. Once underway, the program drew from many other campus resources as well. The contribution of the business community was immense, both through direct participation and through providing fresh perspectives and solutions. Resources do exist within the university and the outside community to support career education, but they have to be sought out.

Conclusions

Optimally, career education should be comprehensively woven into the fabric of the university for all students; but, until this situation comes about, practitioners must do the next best thing, which is to provide special segments of students with the tools to identify, select and integrate the essential elements of career education for themselves.

A fundamental outcome of the program was the development of a self-reliance which enables students to search out and develop career relevance in their academic course work and to approach all work experience with a view toward maximizing the learning potential. These tools, once learned, provide a sound basis for life-long career growth. In the future, we feel that dramatic curriculum changes will depend on changing students' expectations and demands and channeling employers' concerns into movements to effect such change. Thus the Physcially Handicapped Career Internship Program has supported very basic needs for improvement in career education at the university level, as well as providing a workable program model.

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